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CF Augmentees In-theatre Assessments of Peace Support Operations Predeployment Training

Megan M. Thompson

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Author

M. Thompson

M.M. Thompson

Approved by

R. Pigeau

R. Pigeau

Head, Command Effectiveness and Behaviour Section

Approved for release by

K.M. Sutton

K.M. Sutton

Chair, Document Review and Library Committee

Abstract

Despite the military personnel and resources devoted to peace support operations, little information exists concerning aspects of predeployment training. This research explores the extent to which 119 deployed CF peacekeepers report using each aspect of their predeployment training during their current deployment, and their confidence in applying predeployment training to situations arising during their current deployment. Overall, these peacekeepers report that they were currently using the majority of their predeployment training lessons, and over 50% of the sample stated that they currently use the information presented in each predeployment course topic either to some extent or a great deal. Moreover, approximately 50% of the sample indicated that they were fairly confident that they could handle issues related to each predeployment training module. Mine awareness training yielded the highest frequencies in terms of both current usage and confidence levels. ANOVA analyses indicated that use and confidence levels were not affected by mission theatre, soldier rank, or the level of contact soldiers reported with the local population or with other members of the multinational contingent.

Résumé

Malgré les ressources humaines et matérielles militaires consacrées aux opérations de paix, on dispose de peu de renseignements concernant la formation préalable au déploiement. Cette étude explore la mesure dans laquelle 119 gardiens de la paix des FC indiquent avoir utilisé chaque aspect de leur formation pré-déploiement au cours de leur affectation, et à quel point ils sont assurés de pouvoir mettre en application dans leur déploiement actuel les techniques apprises dans le cadre de cette formation. Dans l'ensemble, ces gardiens de la paix signalent qu'ils mettent actuellement en pratique la majorité des enseignements reçus pendant la formation pré-déploiement et plus de 50 % de l'échantillon ont répondu qu'ils se servent actuellement des enseignements qu'ils ont reçus dans chaque matière enseignée pendant la formation pré-déploiement soit dans une certaine mesure, soit dans une large mesure. De plus, environ 50 % de l'échantillon ont indiqué qu'ils étaient assez confiants de pouvoir composer avec les problèmes énoncés dans chaque module d'entraînement pré-déploiement. Le cours de sensibilisation aux mines est celui que les répondants disaient trouver le plus utile et démontrer la plus grande confiance dans les techniques enseignées. Les analyses de la variance ont démontré que le théâtre de la mission, le grade ou le degré de contact signalé par les soldats avec la population locale ou avec d'autres membres du contingent multinational n'avaient aucune influence sur les degrés d'usage et de confiance indiqués par les répondants.

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Executive summary

Despite the number of military personnel and resources many countries devote to an increasing number of international peace support operations, to date little systematic information exists concerning predeployment training. For instance, what are the aspects of predeployment training that peacekeepers use most often during their deployment? Further, how confident do peacekeepers feel about applying the peace support operations knowledge and skills that they acquired during predeployment training to situations arising during their deployment? This paper attempts to provide answers to these questions. Thus, this research is among the first to analyse data on the particular training topics that deployed military personnel rate as using the most, and have most confidence in, based on their in-theatre experience. In addition, this research explores whether differences in mission theatre, soldier rank and contact with the local population or other members of multinational contingents affect perceptions of use or confidence.

Sample and Procedure: As part of ongoing evaluation efforts, The Peace Support Training Centre (PSTC) Standards and Training cell personnel occasionally travel into peace support operational theatres to survey and interview a sample of individuals who have completed PSTC predeployment training at CFB Kingston. Soldiers were surveyed individually and completed the questionnaires voluntarily.

As part of this process, soldiers completed a survey containing questions associated with each course module or lesson that students took as part of the PSTC predeployment training course. For each course module or lesson, soldiers were asked to indicate the extent to which they currently used the predeployment training in theatre (1 – not at all to 3 – a great deal). Soldiers also indicated how confident they felt about dealing with issues associated with each topic in theatre (1 – not at all confident; 2 – minimally confident; 3 – fairly confident; 4 – very confident; 5 – completely confident).

The analyses presented here are based upon the responses of 119 Canadian Forces personnel who had previously completed predeployment training for their current peace support mission at the Basic Peacekeeping Course at the PSTC, CFB Kingston.

Results: The average current use scores for the majority of the 36 predeployment training topics exceeded the mid score of 1.50 out of a possible score of 3.00, suggesting that these soldiers were currently using each course topic at least to some extent. Seven of the course topics yielded mean current use scores of 2 or more out of 3. A review of the frequencies associated with the use data revealed that over 50% of the sample stated that they currently use the information presented in each predeployment course topic to some extent. Moreover, approximately one quarter of these soldiers indicated that they used mine awareness theory (27.7%) and practical training (21%) to a great extent in their deployment duties. Other predeployment courses that yielded high usage ratings included cultural information (culture general: 34.5%, culture specific: 41.2%), preventative health information (29.4%), allowances and benefits (39.1%), terrain analysis (16.5%), mission intelligence (19.1%), and mission operations (19.3%). These soldiers reported that they did not use some course modules. 55.4% of this sample indicated that they did not use hostage survival skills at all. Similarly, high percentages of the sample had not used media relations (49.1%), negotiation and mediation (42.0%), family resource centre (39.5%) or SISIP (Service Income Security Insurance Plan) (34.2%) at all during the current deployment.

Most course modules yielded a mean confidence/prepared rating of at least 3.00, suggesting that most augmentees felt at least fairly confident and prepared to meet the in-theatre challenges covered by their predeployment training. A review of the frequencies of each of the five response options to the confidence question showed that approximately 50% indicated that they were fairly confident that they could handle issues related to each predeployment training module. The training related issues that the majority of soldiers felt most confident to deal with in-theatre were mine awareness theory (47.0%), practical mine awareness (35.2%), preventative health (39.0%), allowances and benefits (46.5%), and general principles of use of force (39.4%).

In general, less than 10% of these soldiers felt unprepared or minimally prepared to deal with any training issues while on deployment. A higher percentage of individuals indicated that they were either not confident or only minimally confident to currently deal with only six predeployment training-related issues. These six topics included mission use of force (64.4%), language training, (48.8%), mission intelligence (23%), mission rules of engagement (21.6%), hostage survival skills (20.7%), and negotiation and mediation (20.4%).

Additional analyses explored the effects of potential group differences on current use and level of confidence ratings for predeployment training categories. Specifically, one-way analyses of variance were conducted in order to explore whether perceptions concerning predeployment training varied as a function of theatre of operation, rank, and degree of contact with local populations, or members of other peacekeeping contingents. Here the 36 predeployment training modules were assigned to three more general training categories: mission specific, general peace support operations, and administration. Results of ANOVAs revealed the theatre of operation, soldier rank, and contact with local population or members of peacekeeping contingents did not affect the extent to which these soldiers felt they currently used their predeployment training. Similarly, mission, soldier rank, theatre of operation and contact with local population or members of multinational contingents did not affect the degree of confidence these soldiers possessed to deal with predeployment training-related issues.

Conclusions: These results endorse two important program evaluation aspects of predeployment training programs designed to provide CF personnel with the appropriate tools to be effective peacekeepers. First, these results suggest that the lessons learned in predeployment training are appropriate to the tasks and duties associated with peacekeeping tours and are used by soldiers during peacekeeping tours. The confidence ratings also speak to important psychological aspects of peacekeeping, in that higher confidence levels should be related to greater motivation to apply predeployment training and to higher deployment morale in these areas.

Sommaire

En dépit de la quantité de ressources humaines et matérielles militaires que de nombreux pays consacrent à un nombre croissant de missions de paix internationales, il existe à l'heure actuelle peu de données systématiques concernant la formation préalable au déploiement. Par exemple, quels sont les aspects de cette formation qui sont les plus utiles aux gardiens de la paix au cours de leur déploiement? En outre, à quel point les gardiens de la paix sont-ils confiants de pouvoir appliquer les connaissances et des techniques de maintien de la paix qu'ils ont acquises pendant la formation pré-déploiement dans les situations qui se présenteront dans le théâtre? Cette étude tente de répondre à ces questions. Donc, cette enquête est une des premières à analyser des données sur les matières que les militaires déployés disent les plus utiles et dans lesquelles ils se sentent le plus confiants, en fonction de leur expérience dans le théâtre. De plus, cette étude tente de déterminer si les différences entre les théâtres, les grades et les contacts que les soldats ont avec la population locale ou avec les autres membres de contingents multinationaux ont une incidence sur leur perception quant à l'usage et au degré de confiance qu'ils manifestent à l'égard des divers aspects de la formation.

Échantillonnage et modalités : Dans le cadre de son programme permanent d'évaluation, le personnel de la cellule des normes et de l'instruction du CFSP se rend à l'occasion dans les théâtres des opérations de paix en vue d'y effectuer des sondages et des entrevues auprès d'un échantillon de personnes qui ont suivi la formation préalable au déploiement au CFSP de la BFC Kingston. Les soldats ont été interrogés individuellement et ont rempli les questionnaires à titre volontaire.

Dans le cadre de ce sondage, les soldats remplissent un questionnaire comportant des questions sur chaque module de cours ou leçon auxquels ils ont assisté dans le cadre de la formation pré-déploiement du CFSP. Pour chaque module ou leçon, les soldats devaient indiquer dans quelle mesure ils utilisent actuellement, dans le théâtre, les techniques enseignées pendant la formation pré-déploiement (de 1 – pas du tout à 3 – beaucoup). Les soldats ont également indiqué le degré de confiance qu'ils avaient quant à l'efficacité dans le théâtre des méthodes enseignées dans chaque matière (1 – aucune confiance; 2 – peu confiance; 3 – assez confiance; 4 – grande confiance; 5 – confiance totale).

Les analyses présentées ici sont fondées sur les réponses fournies par 119 membres des Forces canadiennes qui avaient suivi la formation pré-déploiement en vue de la mission de paix à laquelle ils étaient affectés au moment du sondage, dans le cadre du cours élémentaire de maintien de la paix, au Centre de formation pour le soutien de la paix de la BFC Kingston.

Résultats : Les notes moyennes concernant l'utilisation en cours de déploiement de la majorité des 36 matières enseignées dans le cadre de la formation préalable au déploiement étaient supérieures à la note médiane de 1,50 sur une note possible de 3,00, ce qui semble indiquer que ces soldats utilisaient les enseignements de chaque matière au moins dans une certaine mesure. Sept matières ont enregistré des notes moyennes de 2 ou plus sur 3 concernant l'usage pendant le déploiement en cours. Un examen des fréquences relatives aux données sur l'utilisation a révélé que plus de 50 % de l'échantillon a déclaré se servir dans une certaine mesure, dans le déploiement en cours, des renseignements présentés dans chaque matière du cours préalable au déploiement. De plus, environ un quart de ces soldats ont indiqué avoir utilisé les enseignements théoriques (27,7 %) et pratiques (21 %) sur la sensibilisation aux mines dans une large mesure dans le cadre du déploiement en cours. Les

autres cours pré-déploiement qui ont obtenu des cotes élevées relativement à l'utilisation sont notamment : les renseignements culturels (généraux : 34,5 %, spécifiques : 41,2 %), renseignements sur la médecine préventive (29,4%), indemnités et prestations (39,1 %), analyse du terrain (16,5 %), renseignement sur la mission (19,1 %) et opérations de la mission (19,3 %). Ces soldats ont signalé qu'ils n'avaient pas utilisé les enseignements de certains modules. 55,4 % de cet échantillon a indiqué n'avoir eu aucunement recours aux techniques de survie aux prises d'otages. De même, de forts pourcentages de répondants n'ont eu aucunement besoin des enseignements liés aux relations avec les médias (49,1 %), à la négociation et à la médiation (42,0 %), au centre de ressources pour les familles des militaires (39,5 %) ou au RARM (Régime d'assurance-revenu militaire) (34,2 %) pendant le déploiement en cours.

La plupart des modules d'enseignement ont obtenu une cote moyenne d'au moins 3,00 en ce qui a trait à la confiance/préparation, ce qui semble indiquer que la plupart des militaires déployés se sentaient assez confiants et prêts à relever les défis du théâtre à partir des enseignements reçus au cours de la formation pré-déploiement. Un examen des fréquences de chacun des cinq choix de réponse à la question sur la confiance a démontré qu'environ 50 % des répondants ont indiqué qu'ils avaient assez confiance de pouvoir faire face à toutes les situations traitées dans chaque module d'enseignement pré-déploiement. Les sujets d'enseignement que la majorité des soldats se sentaient le plus confiants de maîtriser dans le théâtre étaient la théorie de sensibilisation aux mines (47,0 %), l'aspect pratique de la sensibilisation aux mines (35,2 %), la médecine préventive (39,0 %), les indemnités et les prestations (46,5 %) et les principes généraux de recours à la force (39,4 %).

En général, moins de 10 % des soldats interrogés se sentaient peu préparés ou pas du tout pour faire face aux situations visées par les enseignements pendant leur déploiement. Un pourcentage plus élevé de personnes ont indiqué qu'elles se sentaient peu ou pas confiantes de pouvoir faire face aux situations traitées dans seulement six matières enseignées pendant la formation pré-déploiement. Ces six sujets sont : recours à la force dans le cadre de la mission (64,4 %), formation linguistique, (48,8 %), renseignement sur la mission (23 %), règles d'engagement de la mission (21,6 %), techniques de survie aux prises d'otages (20,7 %) et négociation et médiation (20,4 %).

Des analyses supplémentaires ont permis d'explorer les effets des différences de groupe sur les cotes relatives à l'utilisation et au degré de confiance pour ce qui est des catégories de cours de pré-déploiement. En particulier, des analyses de variance à un critère ont été effectuées en vue de déterminer si les perceptions concernant la formation pré-déploiement variaient en fonction du théâtre d'opération, du grade et du degré de contact avec les populations locales ou avec les membres des autres contingents de maintien de la paix. Ici, on a classé les 36 modules d'enseignement pré-déploiement dans trois catégories plus générales : propres à la mission, opérations générales de soutien de la paix et administration. Les résultats des analyses de la variance ont révélé que le théâtre d'opération, le grade, ou le contact avec la population locale ou les membres des contingents de maintien de la paix n'avaient pas d'incidence sur la mesure dans laquelle ces soldats croyaient utiliser les compétences enseignées dans les cours préalables au déploiement. De la même manière, le grade et le contact avec la population locale ou les membres des contingents multinationaux n'ont influencé en rien le degré de confiance que ces soldats éprouvaient à l'égard de leur capacité de relever les défis grâce aux enseignements reçus avant leur déploiement.

Conclusions : Ces résultats appuient de toute évidence deux aspects importants de l'évaluation des programmes de formation en vigueur visant à fournir aux membres des FC les

outils nécessaires pour devenir des gardiens de la paix efficaces. D'abord, ces résultats donnent à penser que les leçons retenues lors de la formation préalable au déploiement correspondent bien aux tâches et aux fonctions assignées dans le cadre des affectations de maintien de la paix et sont utiles aux soldats en mission de paix. Les cotes de confiance concernent également d'importants aspects psychologiques du maintien de la paix, c'est-à-dire que des degrés de confiance plus élevés devraient être liés à une plus grande motivation à mettre en pratique les enseignements reçus avant le déploiement et à un meilleur moral dans ces secteurs.

Thompson, M.M., (2002). CF Augmentees In-theatre Assessments of Peace Support Operations Predeployment Training. DRDC Toronto TR 2002-187. Defence R&D Canada - Toronto

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Introduction

At present, the Canadian Forces (CF) devotes a majority of their resources and personnel to international peace support operations. For instance, Canada currently has more than 2,895 soldiers, sailors and air force personnel deployed in overseas missions. Beyond the CF's commitment to the war on terrorism, Canada is currently participating in 11 peace support operations around the world, primarily in the Balkans, the Middle East, and Africa¹. This means that approximately 8,000 Canadian Forces members, or one third of our deployable force, is preparing for, engaged in, or has recently returned from an overseas mission¹.

It is important to note that both veterans and defence researchers have argued that the specific military skills required to be effective in a peace support operation are quite different from those required in traditional warfighting^{2, 3, 4, 5, 6, 7}. Traditional warfighting involves engaging a clear enemy with lethal force and tactics, and an increasing reliance on sophisticated technology and weaponry. Conversely, peace support operations often involve complex, and quickly changing situations, and require a myriad of interpersonal skills including cultural awareness, emotional restraint, patience and negotiation and mediation skills^{2, 3}. Indeed, many veterans recall the feelings of sadness, frustration and powerlessness as they attempt to keep the peace in "other people's wars"^{8, 9}.

Many, although interestingly not all, nations conduct predeployment training in order to prepare their troops for peacekeeping operations¹⁰. The content of the predeployment training is shaped by several sources. First, the United Nations or NATO provides general guidelines for peace support missions. Further, the military doctrines of the individual countries also dictate the nature of training for peace support operations¹¹. Doctrine is then translated into training standards that direct the development of specific course material. In Canada, a great deal of the responsibility for predeployment training for peace support operations lies with the Peace Support Training Centre, located at Canadian Forces Base Kingston.

The Peace Support Training Centre (PSTC)

Since 1996 the Peace Support Training Centre has played a key role in the preparation of CF personnel for international peace support operations. The PSTC training staff, the majority of who are peace support operations veterans, have developed the peace support operations-related material taught in basic peacekeeping and military observer courses. In particular, the PSTC offers comprehensive training for augmentees, that is, CF members deploying on peace support missions who are not part of a formed contingent or unit. Augmentees complete a seven-day basic peacekeeping course. In addition, the PSTC provides training assistance teams liase with, and teach course material to, deploying formed units. The development of the PSTC's basic peacekeeping course has been based on lessons learned from previous peace support missions, Canadian training standards developed for conduct on peace support operations, and contact with other international peacekeeping training centers¹².

As important as predeployment training is in preparing soldiers to meet the demands and challenges of modern peace support operations, to date little systematic information exists concerning current predeployment training. For instance, what are the aspects of predeployment training that peacekeepers use most often during their deployment? Further,

how confident do peacekeepers feel about applying the peace support operations knowledge and skills that they acquired during predeployment training to situations arising during their deployment?

The PSTC has made efforts to collect data of this nature from soldiers who have completed their predeployment training. In particular the PSTC's Standards cell personnel have travelled in-theatre to collect course assessments from former students who are currently deployed. The present research summarizes the findings from these assessments, and is among the first to systematically analyse data on the particular training topics that deployed military personnel rate as using the most, and have most confidence in, based on their in-theatre experience.

More specifically, the present paper serves two purposes. First, this research provides the first summary of students' ratings of the perceived usefulness training course topics and of the extent to which they have confidence in their peacekeeping related skills. Thus, it summarizes considerable relevant information from an operational and training perspective. Importantly, these ratings were obtained while military personnel were serving on peace support operations, and thus are less likely to suffer from recall biases. Second, this research also explores the following questions:

1. Do soldiers' perceptions of the extent to which predeployment training is used, and soldiers' confidence in predeployment training skills, abilities and knowledge vary depending upon the theatre of operation?
2. Do soldiers' perceptions of the extent to which predeployment training is used, and their confidence in predeployment training skills, abilities and knowledge vary depending the rank of the respondent?
3. Do soldiers' perceptions of the extent to which predeployment training is used, and their confidence in predeployment training skills, abilities and knowledge vary depending upon the level of contact with other contingents or contact with the local population?

Method

Respondents

Respondents were 119 Canadian Forces personnel who had completed the Basic Peacekeeping Course as their predeployment training for their current peace support mission. Table 1 shows the breakdown of the sample by theatre of operation and by rank. As indicated, most of these peacekeepers were participating in peace support operations in the Middle East and Bosnia, although other mission theatres included the Central African Republic. Respondents' ranks ranged from Private/Able Seaman to Colonel/Captain (Navy). The rank of the majority of respondents was Corporal or Master Corporal. Most respondents were from the support occupations, including supply clerks, food services, communications operators, and engineers.

Table 1. *Augmentees Sample by Theatre of Operation and Rank*

| | | Number | Percent |
|-----------------|--------------|--------|---------|
| Mission Theatre | UNDOF/Danaca | 70 | 58.8 |
| | UNTSO | 2 | 1.7 |
| | MFO/Calumet | 16 | 13.4 |
| | CAR | 8 | 6.7 |
| | BOS | 23 | 19.3 |
| Rank | PTE/AB | 1 | .8 |
| | Cpl/LS | 34 | 28.6 |
| | MCpl/MS | 26 | 21.8 |
| | Sgt/PO2 | 15 | 12.6 |
| | WO/PO1 | 6 | 5.0 |
| | MWO/CPO2 | 4 | 3.4 |
| | Capt/Lt(N) | 17 | 14.3 |
| | Maj/LCdr | 10 | 8.4 |
| | LCol/Cdr | 3 | 2.5 |
| | Col/Capt(N) | 3 | 2.5 |
| Total | | 119 | 100.0 |

Measures

The validation questionnaires posed questions associated with each course module or lesson that students completed as part of the PSTC predeployment course. Students received one of two versions of the in-theatre validation questionnaire. In one version, respondents were asked to indicate the extent to which they were using the predeployment training in theatre (1 – not at all to 3 – a great deal). Respondents were also asked how confident they felt about dealing with each topic in theatre (1 – not at all confident; 2 – minimally confident; 3 – fairly confident; 4 – very confident; 5 – completely confident). The other version of the questionnaire asked an identical question with respect to the extent they were using each

training module in theatre (1 – not at all to 3 – a great deal). However, in this case a second question asked respondents to rate how prepared they felt to deal with each topic in theatre (1 – not at all prepared; 2 – minimally prepared; 3 – fairly prepared; 4 – very prepared; 5 – completely prepared).

Procedure

The Standards and Training cell of the Peace Support Training Centre collected the data used in the present research as part of routine course assessments. As part of these ongoing program evaluation efforts, PSTC Standards and Training cell personnel occasionally travel into operational theatres to survey interview a sample of individuals who have completed PSTC predeployment training at CFB Kingston. Soldier respondents are surveyed individually and completed the questionnaires voluntarily. The standards officer remained with the respondent to answer any questions concerning the questionnaire.

During the time that this data was collected, the predeployment course covered 36 course topics, lessons or modules. Moreover, according to the PSTC website each of these predeployment course lessons falls within one of three general information categories: Mission specific, personal effectiveness and predeployment preparations. **Mission specific information** covers the current operation's structure and mandate, cultural awareness training, and the rules of engagement for the mission area. The second category involves course modules that enhance **Personal effectiveness** during a peace support mission. Topics in this category include preventive medicine techniques, operating in a mined environment, stress management techniques, and an awareness of threats and risks in a peace support mission. The third category of information covered in predeployment training includes **predeployment administrative preparations** including legal preparations, family support centers and services, and allowances and benefits (PSTC website). Table 2 lists each predeployment training lesson and its associated training category.

Table 2. *List of Predeployment Training Topics and Categories*

| Predeployment Training Category | Predeployment Training Topics |
|--|--|
| Mission Specific Information | Conduct On Peace Support Operations Mission Mandate Peacekeeping Partners Terrain Analysis Mission Intelligence Mission Operations Rules Of Engagement General Mission Rule Of Engagement Culture General Culture Specific Language Training Cultural Awareness Canadian Veteran Security Procedures Lessons Learned Foreign Weapons Ranks And Markings Mission Use Of Force |
| Personal Effectiveness | Legal Law Of Armed Conflict Use Of Force Principles Self Defence Mission Information Line Mine Awareness Theory Mine Awareness Practical Preventative Health Stress Management Hostage Survival Skills Media Relations Negotiation And Mediation Equipment Recognition Army Equipment Recognition Air Threat And Risk Analysis |
| Predeployment Administration | Family Resource Center Allowances And Benefits SISIP Predeployment Administration |

Results

Overview

A preliminary analysis was directed at the issue of the equivalence of question wording in the two different versions of the validation questionnaires. This analysis speaks to whether it is appropriate to combine data sets in order to maximize sample size and thus statistical power of these analyses. In the next section of the results, descriptive statistics are used to address two major questions. First, analyses explore the extent to which students use each predeployment training module in-theatre. Analyses also explore the extent to which these soldiers feel confident to deal with issues covered in each predeployment training module while in theatre. Finally, t-tests results indicate whether statistically significant differences exist between those courses used most and least often by these soldiers. T-Tests results also determine if there are statistical differences between the courses that left soldiers feeling most and least confident while in-theatre.

The final section uses analysis of variance to address whether, mission theatre, soldier rank, and extent of contact with local population led to differences in soldier perceptions of the use and confidence. In exploring these group differences, the number of individual predeployment training lessons raises the possibility of making Type I statistical errors in which conducting a large number of tests may yield some statistically significant results simply by chance¹³. In order to reduce the probability of making a Type I error for this reason, we divided the 36 predeployment training lessons into the 3 more general level categories of mission specific information, personal effectiveness and predeployment administration preparations obtained from the PSTC website.

I) Preliminary Analyses

Between groups t-tests revealed that there were few significant differences in participants assessments based upon the wording differences used in the two versions of the validation questionnaire (i.e., questions assessing "confidence in dealing" versus "prepared to deal" with issues related to predeployment training). Of the 36 course modules, only 7 modules produced significant differences means as a function of wording (mine awareness theory, mine awareness practical training, language training, preventative health, family resource centre, and predeployment administration, p 's < .04). However, these results do not remain significant when the alpha values are corrected for the number of comparisons made. Thus, data were collapsed across questions assessing the degree to which students felt confident or prepared to use predeployment training lessons while in theatre. This resulted in a combined sample size of 119. Because there was some missing data, all analyses are based on pairwise, rather than listwise, elimination of missing data, in order to capitalize on the sample size.

II) Descriptive Analyses

1. To what extent do soldiers use the predeployment training while in-theatre and which course topics do these soldiers use the most and the least?

Table 3 presents the number of soldiers who responded to each question per course topic, as well the mean and standard deviations for the current use question for each course topic. As Table 3 indicates means scores concerning the extent to which soldiers were currently using each predeployment training topic ranged from a high of 2.37/3.00 (s.d. .58) for culture specific training, to 1.47/3.00 (s.d. .55), for hostage survival skills. Moreover, a review of all of the course topics reveals that, save for hostage survival skills, the mean current use scores for the majority of training topics exceeded the mid score of 1.50 out of a possible score of 3.00. Indeed, seven of the course topics yielded mean current use scores of 2 or more out of 3. A paired sample t-test was conducted to determine if statistically significant differences existed between the course modules rated as being used the most versus the least by these soldiers. Results of this analysis revealed that culture specific training was used significantly more often than were hostage survival skills (means 2.37 vs. 1.48, $t(110) = 12.067$, $p < .001$).

Table 3. Number of respondents, Means and standard Deviations for Use and Confidence Questions for each Predeployment Course Topic

| Question | Predeployment Course Topic | N | Mean | Std. Dev. |
|--|--------------------------------|-----|------|-----------|
| <i>Q1. To what extent are you using this training in- theatre?</i> | culture specific | 115 | 2.37 | .584 |
| | allowances and benefits | 115 | 2.35 | .563 |
| | culture general | 116 | 2.28 | .598 |
| <i>1 – not at all</i> | preventative health | 111 | 2.25 | .564 |
| | ranks and markings | 71 | 2.13 | .584 |
| | mine awareness theory | 116 | 2.09 | .685 |
| <i>2 – to some degree</i> | mission operations | 114 | 2.04 | .601 |
| | mission mandate | 72 | 1.99 | .517 |
| | security procedures | 112 | 1.98 | .465 |
| <i>3- a great deal</i> | mission intelligence | 115 | 1.97 | .642 |
| | cultural awareness Cdn veteran | 113 | 1.97 | .542 |
| | stress management | 113 | 1.95 | .564 |
| | mission use of force | 74 | 1.93 | .506 |
| | language training | 114 | 1.93 | .675 |
| | threat and risk analysis | 112 | 1.90 | .553 |
| | terrain analysis | 115 | 1.90 | .654 |
| | conduct on PSO | 112 | 1.89 | .575 |
| | mine awareness practical | 115 | 1.88 | .739 |
| | mission rule of engagement | 115 | 1.87 | .585 |
| | predeployment administration | 73 | 1.85 | .593 |
| | lessons learned | 72 | 1.85 | .522 |
| | rules of engagement general | 116 | 1.82 | .584 |
| | peacekeeping partners | 111 | 1.81 | .564 |
| | SISIP | 114 | 1.79 | .658 |
| | law of armed conflict | 116 | 1.78 | .602 |
| | use of force principles | 114 | 1.77 | .625 |
| | legal | 114 | 1.76 | .569 |
| | equipment recognition army | 101 | 1.76 | .586 |
| | equipment recognition air | 102 | 1.73 | .616 |
| | self defence | 115 | 1.71 | .618 |
| | mission information line | 73 | 1.71 | .540 |
| | family resource centre | 114 | 1.69 | .626 |
| | negotiation and mediation | 112 | 1.64 | .598 |
| | foreign weapons | 114 | 1.64 | .653 |
| | media relations | 114 | 1.57 | .609 |
| | hostage survival skills | 112 | 1.47 | .553 |

Table 3. (con't)

| Question | Predeployment Course Topic | N | Mean | Std. Dev. |
|--|-----------------------------------|----------|-------------|------------------|
| <i>How prepared were you to deal with this topic in- theatre/</i> | mine awareness theory | 115 | 3.44 | .763 |
| | mine awareness practical training | 115 | 3.41 | .782 |
| <i>How confident do you feel to deal with this topic in theatre?</i> | allowances and benefits | 114 | 3.40 | .984 |
| | preventative health | 113 | 3.39 | .784 |
| <i>1 – not at all</i> | SISIP | 111 | 3.39 | .833 |
| | use of force principles | 114 | 3.32 | .815 |
| <i>2 – minimally</i> | stress management | 114 | 3.32 | .804 |
| | mission information line | 71 | 3.31 | .709 |
| <i>3 – fairly</i> | mission use of force | 73 | 3.29 | .790 |
| | predeployment administration | 72 | 3.28 | .907 |
| <i>4 – very</i> | culture general | 115 | 3.27 | .809 |
| | culture specific | 116 | 3.27 | .795 |
| <i>5 – completely</i> | conduct on PSO | 110 | 3.26 | .774 |
| | security procedures | 113 | 3.22 | .704 |
| | self defence | 114 | 3.22 | .849 |
| | family resource centre | 114 | 3.18 | .965 |
| | mission mandate | 74 | 3.16 | .876 |
| | law of armed conflict | 115 | 3.15 | .808 |
| | rules of engagement general | 115 | 3.14 | .877 |
| | foreign weapons | 113 | 3.12 | .776 |
| | mission operations | 115 | 3.10 | .872 |
| | lessons learned | 71 | 3.10 | .679 |
| | threat and risk analysis | 112 | 3.09 | .679 |
| | terrain analysis | 113 | 3.09 | .872 |
| | media relations | 113 | 3.08 | .746 |
| | mission rule of engagement | 116 | 3.08 | .915 |
| | Legal | 113 | 3.07 | .831 |
| | equipment recognition army | 100 | 3.07 | .671 |
| | peacekeeping partners | 109 | 3.06 | .901 |
| | equipment recognition air | 100 | 3.04 | .680 |
| | negotiation and mediation | 113 | 3.00 | .732 |
| | cultural awareness Cdn veteran | 113 | 3.00 | .906 |
| | mission intelligence | 116 | 2.99 | .880 |
| | hostage survival skills | 111 | 2.97 | .744 |
| | ranks and markings | 71 | 2.76 | .870 |
| | language training | 114 | 2.54 | 1.023 |

Figures 1 through 36, presented in Annex A, presents the frequencies of respondents who endorsed each of the three categories (not at all – a great deal) associated with the question assessing the degree to which respondents felt that they were currently using each of the predeployment training modules. In general, the most frequently endorsed category was '2', suggesting that these soldiers used the information provided in the course modules to some extent in their current work as peacekeepers. Indeed over 50% of the sample stated that they currently use the information presented in each predeployment course topic to some extent.

Some departures from this pattern did occur however. Several course topics were used to a great extent during their current deployment by a substantial proportion of these soldiers. For instance, approximately one quarter of these soldiers indicated that they used mine awareness theory (27.7%) and practical training (21%) to a great extent in their deployment duties. Other predeployment courses that yielded high usage ratings included cultural information (culture general: 34.5%, culture specific: 41.2%), preventative health information (29.4%), allowances and benefits (39.1%), terrain analysis (16.5%), mission intelligence (19.1%), and mission operations (19.3%). There were also some predeployment course topics that were currently used the least by these soldiers during the deployment. For example, 55.4% of this sample indicated that they did not use hostage survival skills at all. Similarly high percentages of the sample had not used media relations (49.1%), negotiation and mediation (42.0%), family resource centre (39.5%) or SISIP (34.2%) at all during the current deployment.

2. To what extent do soldiers feel confident/ feel prepared to deal with predeployment course topics while in theatre and which issues do these soldiers feel the most/least confident to deal with? Table 3 also summarizes augmentees perceptions concerning how confident/prepared they were to deal with the issues covered in predeployment training. Mean confidence/preparedness scores range from 3.44 (s.d. .76) for the mine awareness theory and 3.41 (s.d. .78) for the practical training in mine awareness to 2.54 (s.d. 1.02) for language training. Most course modules yielded a mean confidence/prepared rating of at least 3.00, suggesting that most augmentees felt at least fairly confident and prepared to meet the in-theatre challenges covered by their predeployment training. A paired sample t-test was also conducted to determine if the course module with the highest mean confidence rating differed significantly from the module with the lowest confidence rating. Results of this analysis indicated that these soldiers felt that the mine awareness theory module provided them with greater confidence than did the language training module (means 3.46 vs. 2.56 respectively, $t(112) = 8.52, p < .001$).

Figures 37 through 72, contained in Annex B, depict the frequencies of respondents who endorsed each of the five categories (not at all; minimally; fairly; very; completely) associated with the questions assessing the degree to which respondents currently felt confident/prepared to deal with issues associated with each of the predeployment training modules. As the figures indicate, most respondents felt at least fairly confident or well prepared to deal with any issues related to the topics covered in their predeployment training, with approximately 50% indicating that they were fairly confident that they could handle issues related to each predeployment training module. Indeed, approximately 25% of respondents felt very or completely confident to deal with issues for the vast majority of the predeployment course modules. The training related issues that the majority of soldiers felt most confident to deal with in theatre were mine awareness theory (47.0%), practical mine awareness (35.2%), preventative health (39.0%), allowances and benefits (46.5%), and principles of use of force (39.4%).

In general, less than 10% of these soldiers felt unprepared or minimally prepared to deal with any training issues while on deployment. The only deviations from this pattern occurred for 6 of 36 topics, in which more individuals indicated that they were either not confident or only minimally confident to deal with particular training-related issues in-theatre. These six topics included mission use of force (64.4%), language training, (48.8%), mission intelligence (23%), mission rules of engagement (21.6%), hostage survival skills (20.7%), and negotiation and mediation (20.4%).

3. General Predeployment Topic Categories. A third analysis was conducted to determine if respondents considered one of the general categories of predeployment training information to be more or less useful/applicable in their current peace support mission tasking. A similar analysis was conducted to determine whether a particular general category of course topic left them feeling greater confidence or more prepared for the current deployment.

In order to address these questions the 36 individual course topics were assigned to general training categories according to information contained on the PSTC website: mission specific course topics, personal effectiveness, and administration. Note however that the PSTC website does not explicitly assign each course topic to a general category. Thus, I also conducted a second set of ANOVAS using an independently created categorization of the 36 training topics: mission specific, general peace support operation information, predeployment administrative issues.

Table 4 contains means and standard deviations for each of the general training categories. Usage scores for each of the predeployment training categories were all quite similar. Mean values for categories based on the PSTC typology ranged from 1.81 (s.d.: .36) for personal effectiveness to 1.98 (s.d.: .31) for mission specific topics. Means for use ratings of my categorization of predeployment training topics are quite similar and ranged from 1.85 (s.d.: .33) for general peace support operations topics (e.g., conduct on peace support operations, rules of engagement – general, etc.) to 1.92 (s.d.: .34) for topics falling into the mission specific category (e.g., rules of engagement – mission specific, etc.).

ANOVA results showed significance differences in mean use scores for the three overall training categories ($F(2,230) = 11.34, p < .001$). Post hoc comparisons of the mean training category scores indicated that mission specific topics has significantly higher use scores relative to personal effectiveness topics ($t(115) = 6.52, p < .001$), but not administrative topics ($t(115) = 1.65, p = .10$). Administrative topics also yielded significantly higher use scores than personal effectiveness topics ($t(115) = -2.547, p = .01$). Similar results emerged for my general predeployment training categories, although this result was only marginally significant ($F(2,230) = 2.56, p = .08$).

Confidence ratings were similarly close in values, ranging from 3.09 for both mission specific topics and personal effectiveness topics (s.d.'s .58 and .49, respectively) to 3.30 (s.d. .69) for administrative topics. A similar pattern emerged for my categorization of course topics with means ranging from 3.04 (s.d.: .56) for mission specific topics to 3.25 (s.d.: .65) for administrative topics.

Significant differences also emerge for confidence ratings among the three training categories (PSTC overall categories ($F(2, 230) = 11.33, p < .001$); my topic categorization ($F(2,230) = 11.61, p < .001$)). Post hoc comparisons of the three means indicated that confidence ratings for administrative topics were significantly lower than for either mission specific topics ($t(115) = -3.544, p = .001$) or for personal effectiveness topics ($t(115) = -3.76, p = .001$). Mission specific and personal effectiveness means did not differ from each other ($t(115) = .10, ns$). Very similar results emerged for confidence ratings for my categorization of training topics ($F(2, 230) = 11.61, p < .001$). In this case mission specific use score were significantly higher than general peacekeeping topics ($t(115) = 3.26, p = .001$) only. No other significant differences emerged with respect to current usage. With respect to confidence ratings, each of the means significantly differed from each other, although the difference between general peace support information and administrative topics was only marginally significant ($t(115) = -1.66, p = .10$).

Table 4. Descriptive Statistics for PSTC and Thompson's Predeployment Training Course Categories

| Predeployment Training Category | N | Current Use | | Confidence | |
|--|-----|-------------|-------|------------|-------|
| | | Mean | S. D. | Mean | S. D. |
| average of PSTC topic category - mission specific | 116 | 1.98 | .31 | 3.09 | .58 |
| average of PSTC topic category - personal effectiveness | 116 | 1.81 | .36 | 3.09 | .49 |
| average of PSTC topic category - administration | 116 | 1.91 | .39 | 3.30 | .69 |
| average of Thompson topic category - mission specific | 116 | 1.92 | .34 | 3.04 | .56 |
| average of Thompson topic category - general peace support ops | 116 | 1.85 | .33 | 3.18 | .51 |
| average of Thompson topic category - administration | 116 | 1.88 | .36 | 3.25 | .65 |

III) Analyses of Group Differences on Current Use and Level of Confidence Ratings of Overall Predeployment Training Categories: Mission Theatre, Rank, Contact with Others.

One-way analyses of variance were conducted in order to explore whether perceptions concerning predeployment training varied as a function of theatre of operation, rank, and degree of contact with local populations, or members of other peacekeeping contingents. Independent variables in these ANOVAS were the general training categories listed on the PSTC website: mission specific course topics, personal effectiveness, and administration. A second set of ANOVAS was again conducted using the separate categorization of training topics: mission specific, general peace support operation information, predeployment administrative issues. Two dependent variables were used in each analysis: soldiers' perceptions of their current use of each training category and soldiers' confidence in their current ability to deal with issues addressed in predeployment training. Tables summarizing results of descriptive and ANOVAS analyses are presented in Annex C.

1. Do perceptions of usefulness of predeployment training, and confidence in predeployment training skills, abilities and knowledge vary depending upon the theatre of operation?

Descriptives and results of ANOVAs for use and confidence for the general training categorizations are presented in Annex C, Table 5 through Table 8. I compared the responses for those soldiers deployed to UNDOF, the majority of respondents, to those soldiers deployed to the other mission theatres. A separate ANOVA explored whether significant differences existed between UNDOF, Bosnia, with the remaining theatres of operations combined into an 'Other' category. As the tables indicate, perceptions of the extent to which course topics were used while on deployment did not significantly differ across mission

theatres. Similarly, soldiers in the different mission theatres had equal levels of confidence in their ability to deal with issues raised in training while on deployment.

2. Do perceptions of usefulness of predeployment training, and confidence in predeployment training skills, abilities and knowledge vary by the rank of the respondent?

ANOVAS were also conducted to determine whether soldiers' rank would affect their perceptions of the extent to which they currently used predeployment training, and their confidence in their ability to currently deal with issues raised in their predeployment training. Four rank groups were initially created to explore this question: Junior NCMs, Senior NCMs, Junior Officers, and Senior Officers. I also explored whether there were group differences for NCMs versus Officers. Finally, I explored whether perceptions differed for Junior NCMs and Officers versus Senior NCMs and Officers, with these rank groupings acting as a rough proxy for experience or years of service. As Tables 9 through 14 indicate, results of these ANOVA analyses revealed that all soldiers felt that they used their predeployment training equally, and felt equally confident to handle any issues covered in their predeployment training.

3. Do perceptions of usefulness of predeployment training, and confidence in predeployment training skills, abilities and knowledge vary depending upon the level of contact with other contingents or contact with the local population?

An additional series of ANOVAs explored whether perceptions of current use of predeployment training and level of confidence to deal with issues raised in predeployment training varied as a function of contact with the local population. This same approach was used to explore whether perceptions varied as a function of contact with members of other peacekeeping contingents. As Tables 15 through 18 in Annex C show, neither degree of contact with the local population or with members of other peacekeeping contingents affected perceptions of the extent to which predeployment training is used or soldier confidence in own ability to currently deal with issues addressed in predeployment training.

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Summary and Discussion

This research explored the degree to which CF peacekeepers use each aspect of their predeployment training while they are deployed and their level of confidence that they could meet the in-theatre challenges that were addressed by their predeployment training. Overall, analyses revealed that these soldiers were currently using the majority of the predeployment training. These soldiers also felt a fair degree of confidence that they would be able to handle any deployment situations that were covered by their predeployment training. Moreover, analyses also revealed that, at least in the case of the measures used here, theatre of operation, rank, and degree of contact with the local population or with other members of the multinational contingent did not significantly affect soldier perceptions of use or level of confidence regarding their predeployment training.

More specifically, results of descriptive analyses suggested that these soldiers were currently using mine awareness lessons most often in-theatre. This is not surprising as a high proportion of these soldiers were serving in Bosnia, a country that has extremely high numbers of landmines. Cultural information was also used to a great extent by these soldiers. This result speaks to the more subtle aspects of peace support duties, confirming the beliefs of veterans such as General Romeo Dallaire³. It seems that understanding the more subtle cultural differences that exist is indeed important to CF peacekeepers.

Descriptive analyses also suggested that hostage survival, media relations and negotiation were not endorsed as being used as often by these soldiers. This does not necessarily mean that the lessons contained in these predeployment training lessons are not important and worthwhile. This result likely reflects the fact that these soldiers have not been taken hostage during their tour, nor has the media interviewed them. Negotiation skills may not have been used as often by these individuals as most served in support occupations, and were of a lower rank. In sum, then, although these courses may have been used less often, they should continue to be taught, as they do represent critical survival skills for soldiers should they find themselves in these challenging situations.

Descriptive analyses also indicated that these individuals felt prepared to deal with the issues covered in their predeployment training. In particular, that these soldiers felt most prepared to deal with issues related to mine awareness. This result, coupled with the high degree of use of this information, is very reassuring in that this skill is a matter of life and death, and proficiency in this area provides the best chance of coming home safely from these tours.

These soldiers indicated that they felt somewhat less prepared to deal with issues related to the following predeployment training topics: language training, hostage survival skills, negotiation, and rules of engagement. These results are understandable. The development of language skills takes time and practice. Unless language training continues to be provided in-theatre, any skill developed in the four-hour session provided in predeployment training will quickly erode. Second, hostage survival and negotiation skills are used in high stress situations. Moreover, these soldiers had indicated that they had not used these skills since their arrival in-theatre. Both these factors could lead to feelings of being less prepared to use these skills. Finally, rules of engagement for peace support operations are notoriously complex and ambiguous. Thus, it is not surprising that soldiers may feel less prepared with in-theatre issues related to the use of ROEs.

Some differences emerged concerning current use and confidence ratings at the level of overall predeployment training categories. In general, mission specific information was rated as being used more often by these soldiers than was the information contained in personal effectiveness and administrative topics. Significant differences also emerge for confidence ratings among the three training categories with administrative topics significantly yielding lower ratings than either mission specific topics or for personal effectiveness topics. Note that administrative issues include information relating to the Family Resource Centre, Allowances and Benefits, SISIP and predeployment administrative issues. Thus it may not be surprising that these soldiers have less call to use this information while in theatre. Moreover, given the bureaucratic nature of topics such as SISIP and allowances and benefits, soldiers may also feel that they have less control over the processes associated with these topics, and so may feel less able to deal with problems that may arise in these areas. It is encouraging that soldiers do feel that they are using mission specific information in-theatre, and feel confident in their abilities to deal with issues covered in their mission specific predeployment training. Although these differences are statistically significant, it is left to future research to determine if these differences have impact in terms of training and performance outcomes.

There are a number of other issues deserving of future research efforts concerning soldier assessments of predeployment training. For instance, the number of previous tours served may influence perceptions of the most recent round of predeployment training, especially if soldiers are returning to the same mission theatre multiple times, as is the case for many Canadian troops in Bosnia. Another potential dimension to explore might be assessments of general peace support operation information (which presumably does not change) versus mission specific information, for soldiers who deploy multiple times, but to different mission theatres. Information was not collected concerning the number of previous tours or the location of previous tours as part of the PSTC assessments and so it was not possible to pursue these issues in the present research. Differences in perceptions of use and confidence may also exist between support versus front-line troops (e.g., infantry). In this case, one would expect that the use and utility of these predeployment training topics would increase for front-line troops. Finally, the majority of these soldiers were serving in UNDOF and Bosnia. At the time that these data were collected, these soldiers were deployed in relatively stable mission theatres. Thus, it might be important to collect data of this nature in newly established theatres of operations. It is most likely that predeployment training of this type will be even more important in the uncertainty and danger of new mission theatres.

In conclusion then, the present results suggest that the predeployment peace support operations training is well calibrated to the needs of the soldiers undertaking these challenging missions for the CF. As mentioned in the introduction, this research is among the first to analyse data based on the assessments of deployed military personnel. Thus, this research also speaks to the importance of collecting information of this nature as important program evaluation effort to training of this nature. Ultimately it is these 'views from the field' that are the best determination of the success of a training program.

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Annex A

Frequencies of Use Ratings by Predeployment Training Module

To what extent are you using conduct on PSO training in-theatre?

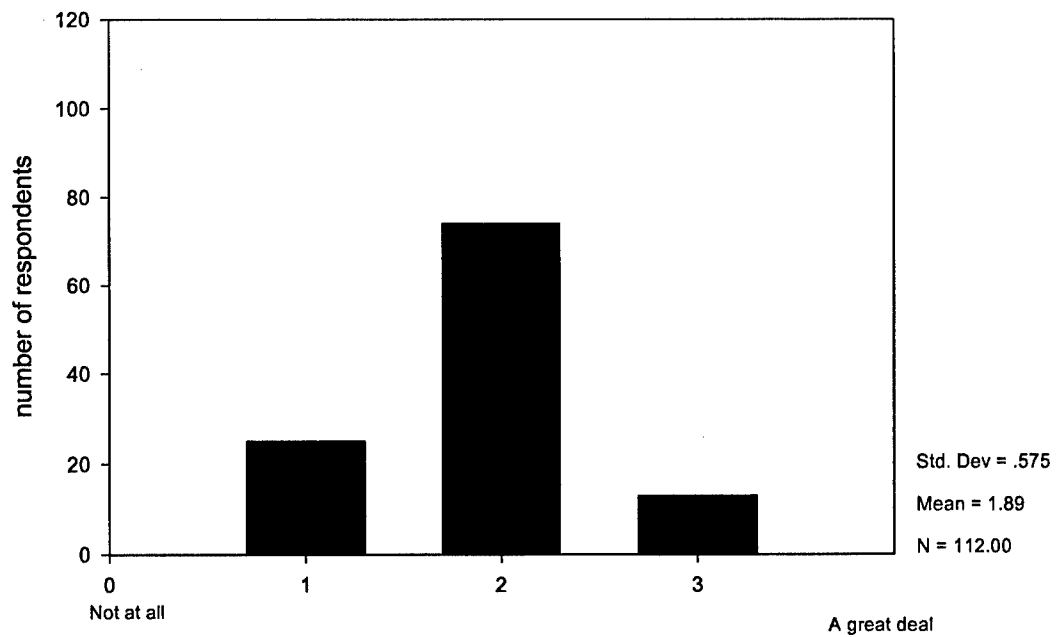


Figure 1.

To what extent are you using mission mandate training in-theatre?

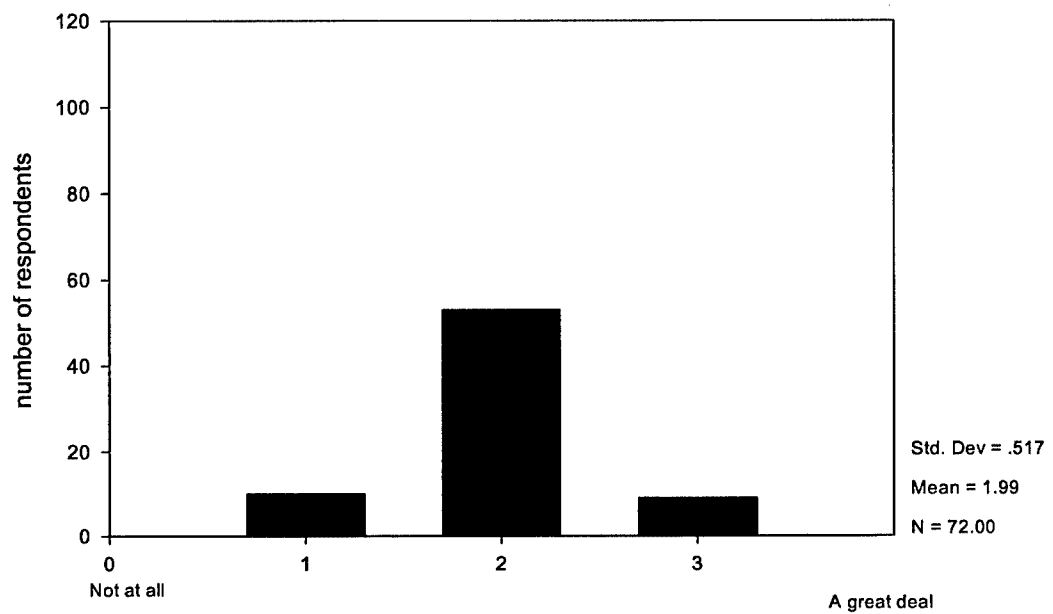


Figure 2.

To what extent are you using peacekeeping partners training in-theatre?

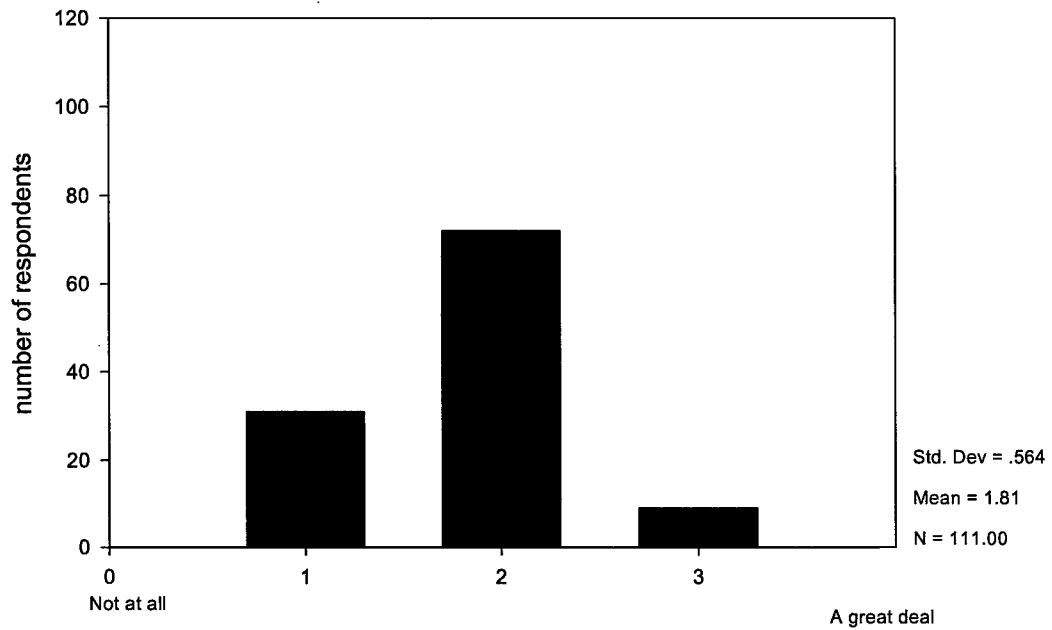


Figure 3.

To what extent are you using terrain analysis training in-theatre?

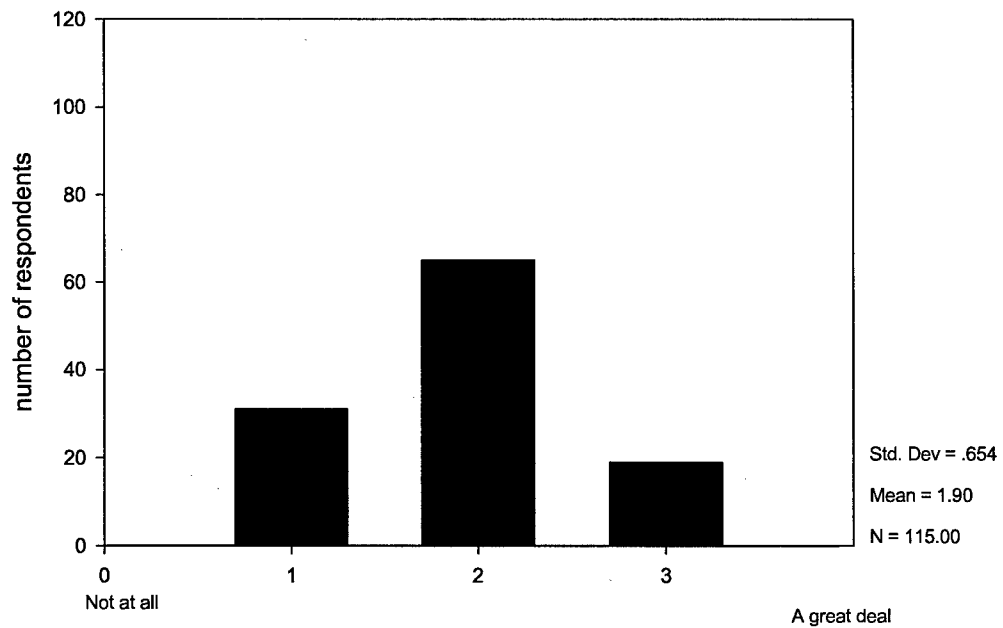


Figure 4.

To what extent are you using mission intelligence training in-theatre?

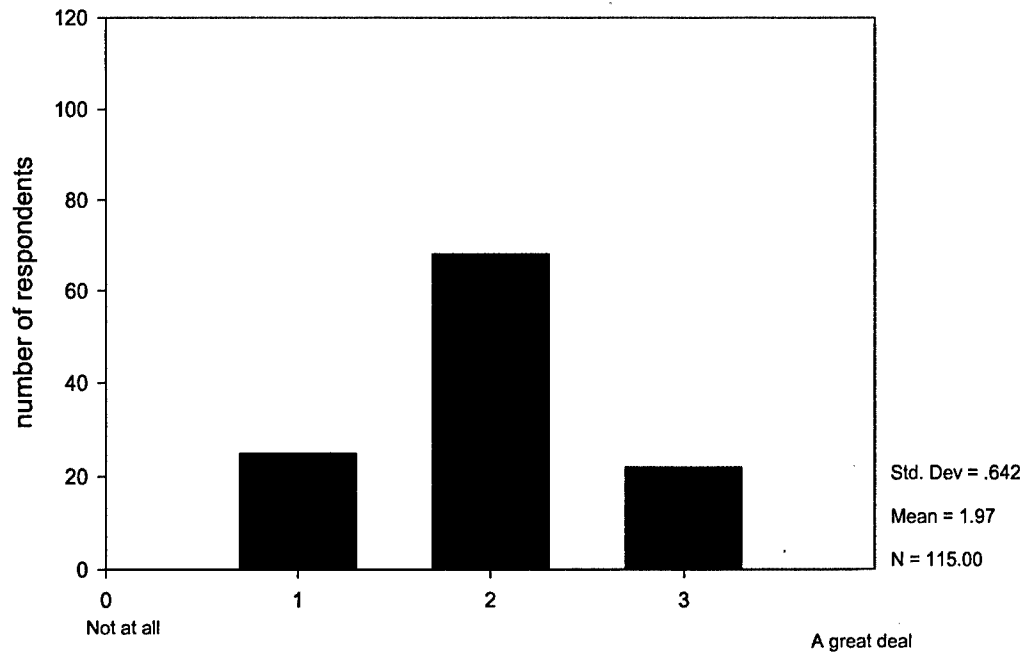


Figure 5.

To what extent are you using mission operations training in-theatre?

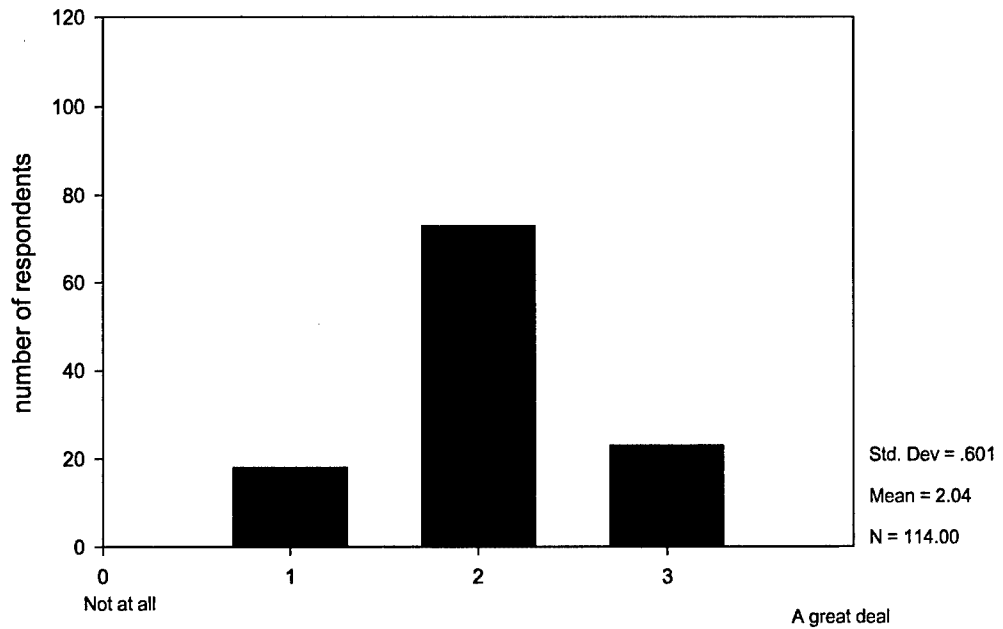


Figure 6.

To what extent are you using legal training in-theatre?

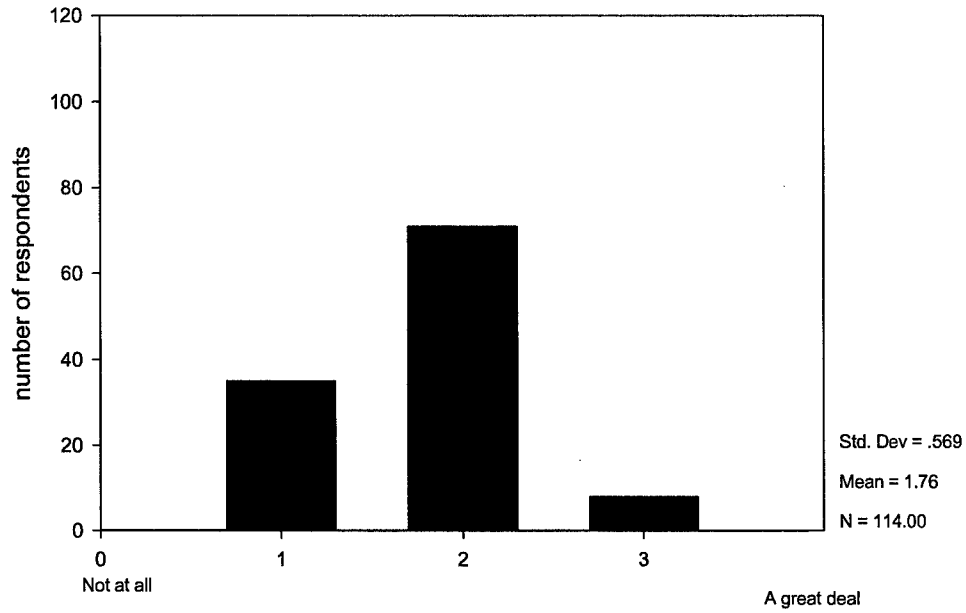


Figure 7.

To what extent are you using law of armed conflict training in-theatre?

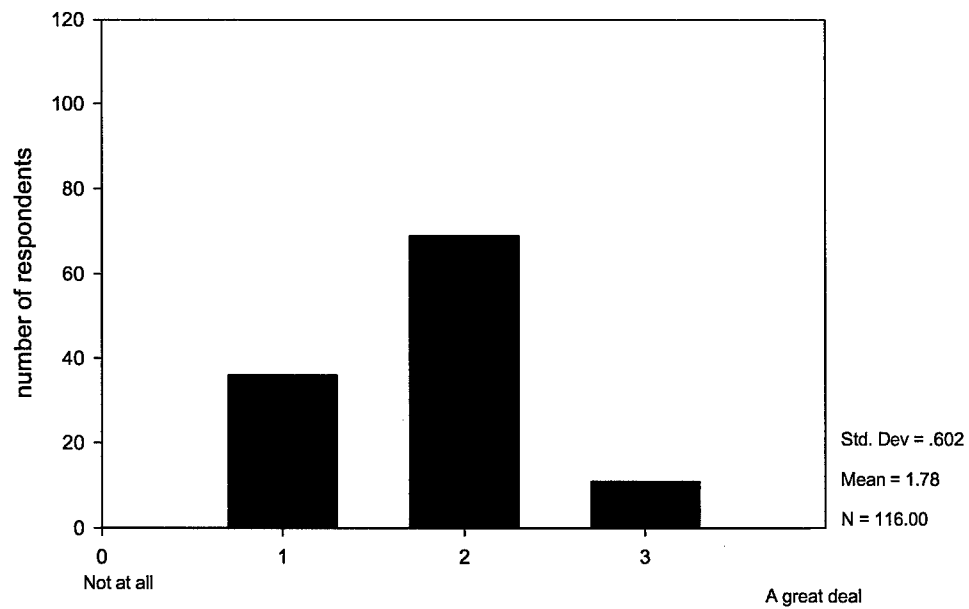


Figure 8.

To what extent are you using use of force principles training in-theatre?

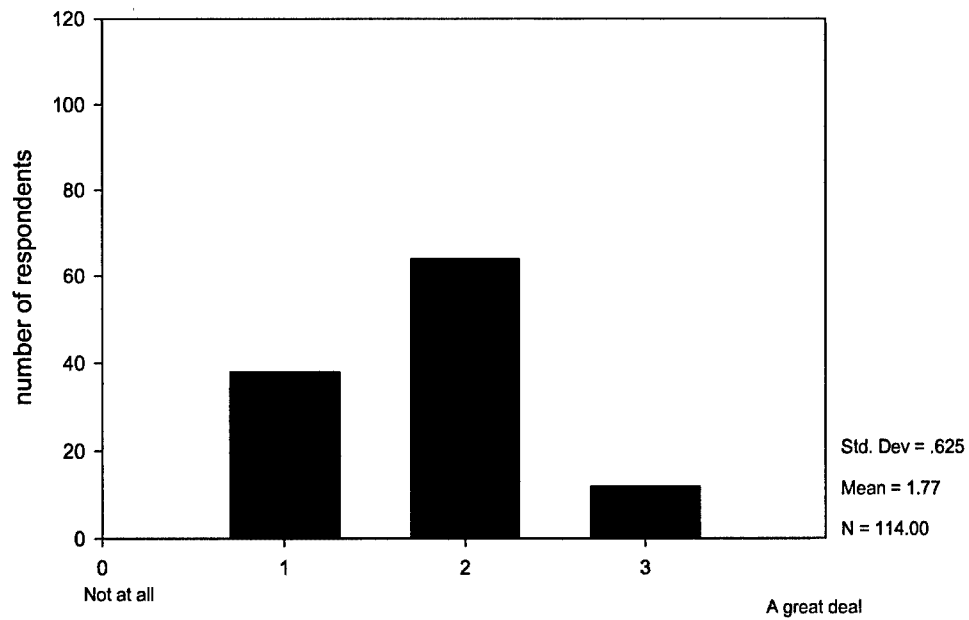


Figure 9.

To what extent are you using self defense training in-theatre?

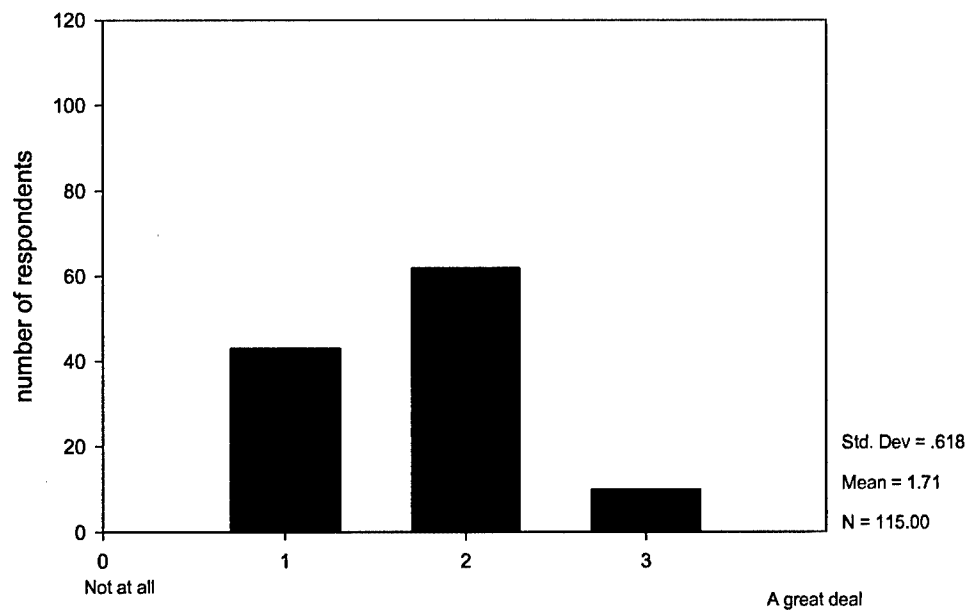


Figure 10.

To what extent are you using rules of engagement general training in-theatre?

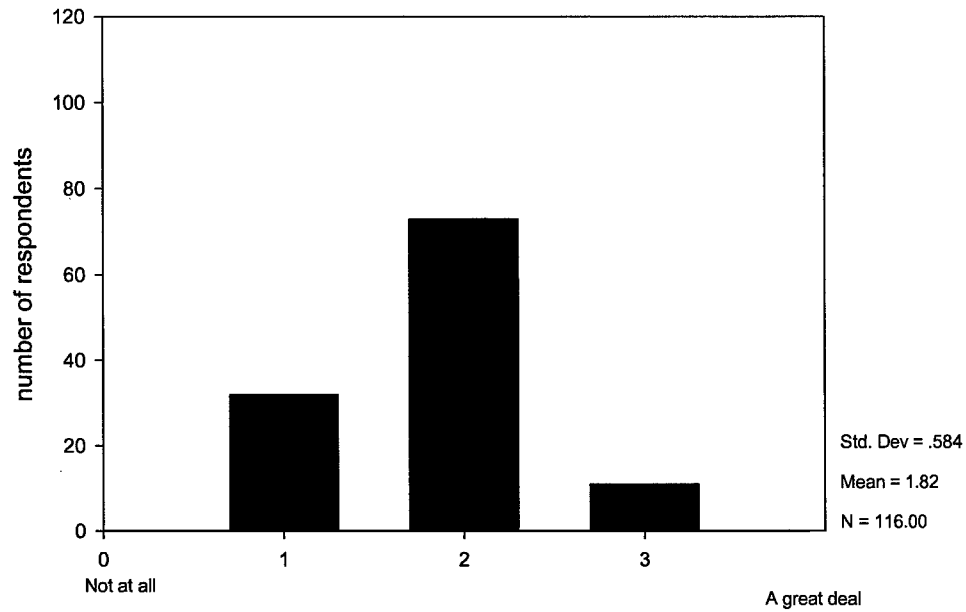


Figure 11.

To what extent are you using mission rule of engagement training in-theatre?

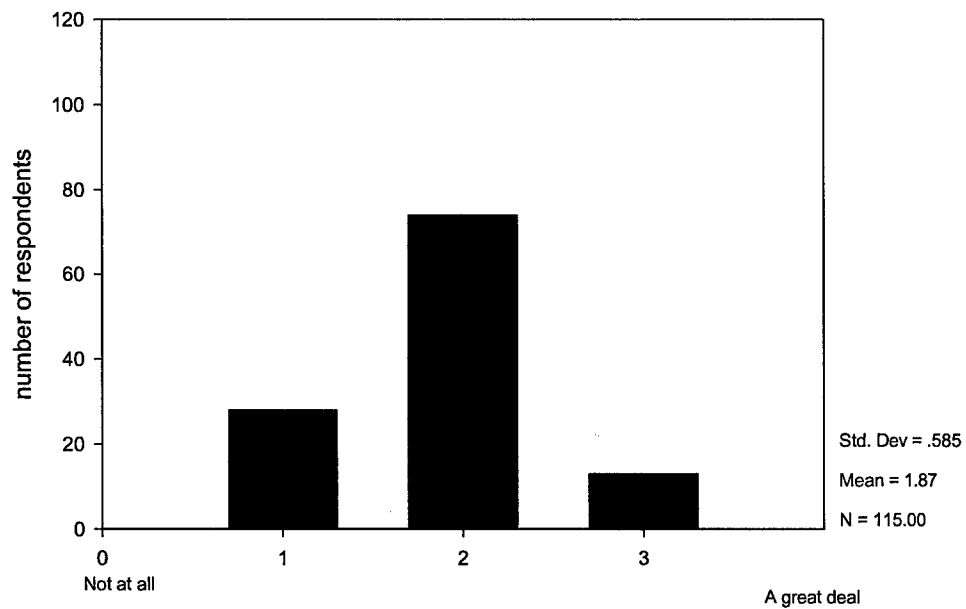


Figure 12.

To what extent are you using mission information line training in-theatre?

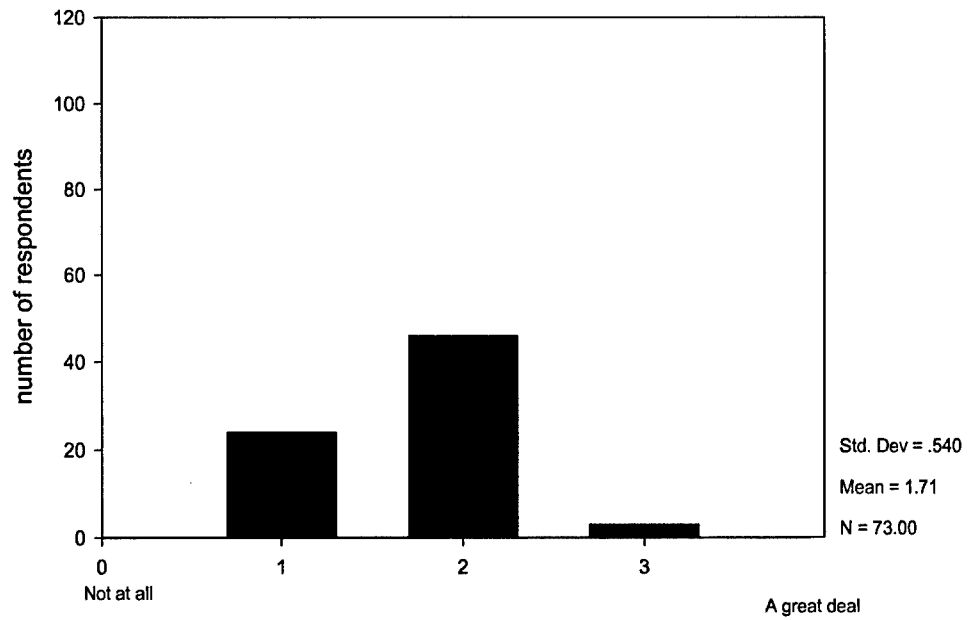


Figure 13.

To what extent are you using mission use of force training in-theatre?

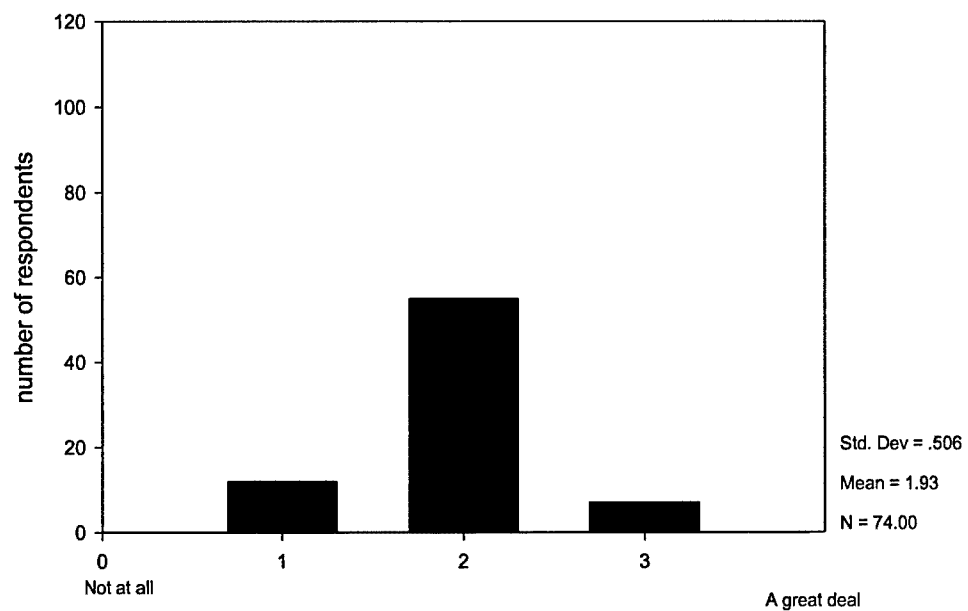


Figure 14.

To what extent are you using mine awareness theory training in-theatre?

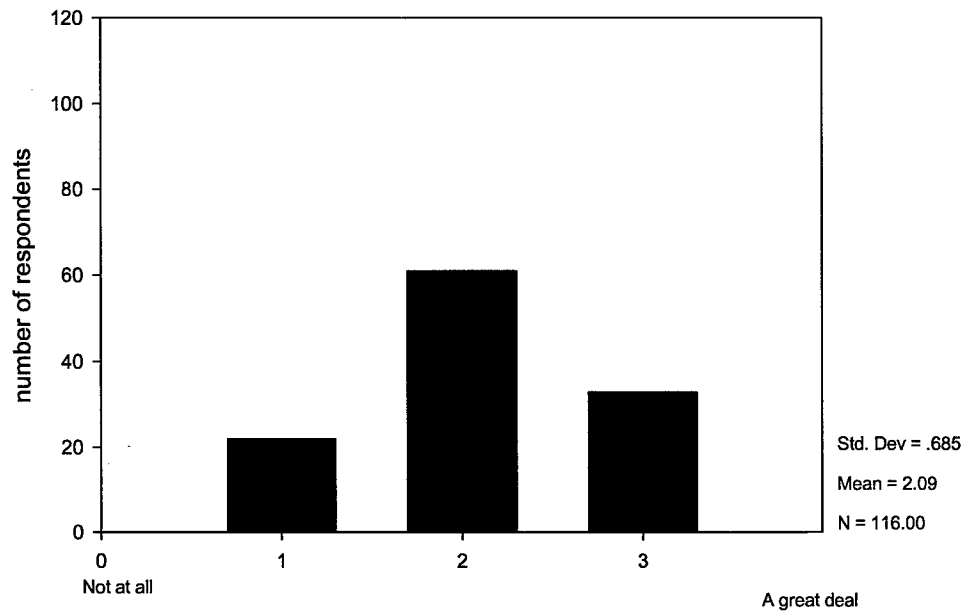


Figure 15.

To what extent are you using mine awareness practical training in-theatre?

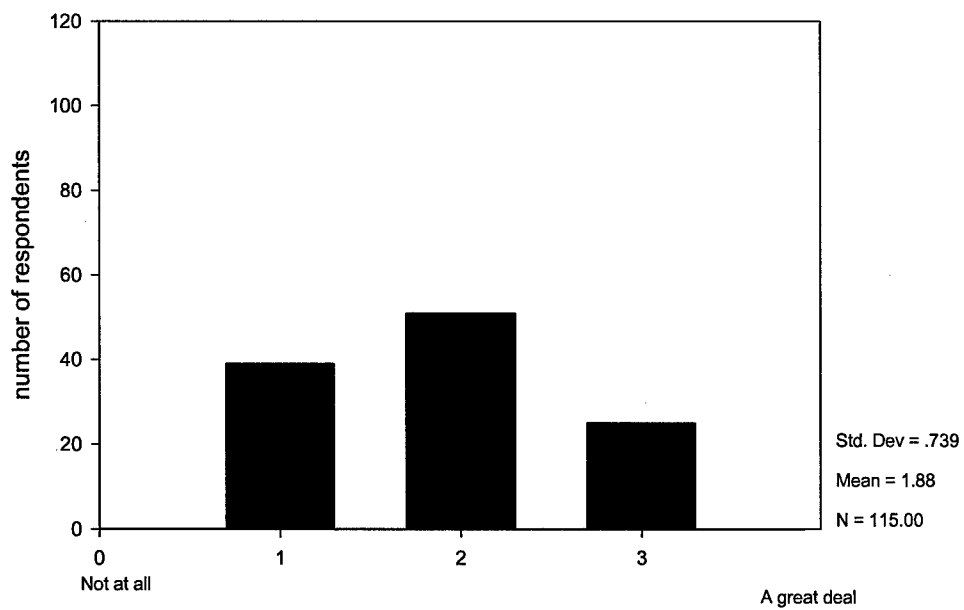


Figure 16.

To what extent are you using culture general training in-theatre?

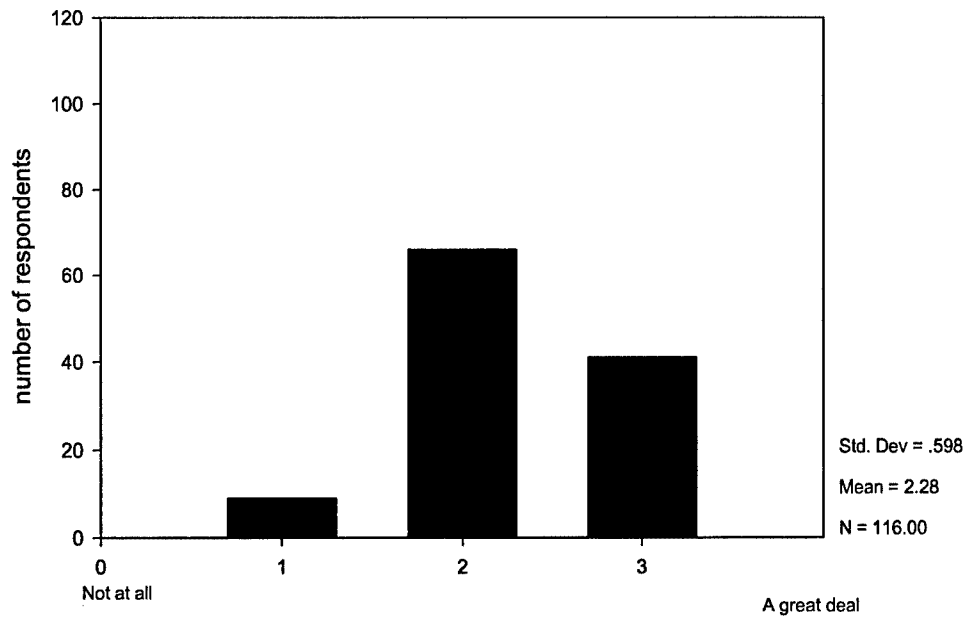


Figure 17.

To what extent are you using culture specific training in-theatre?

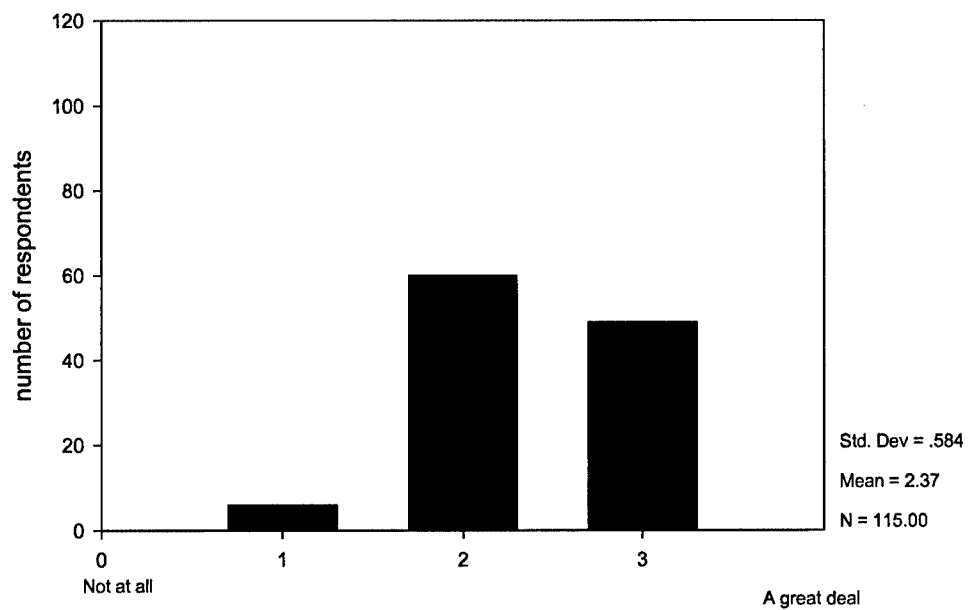


Figure 18.

To what extent are you using language training training in-theatre?

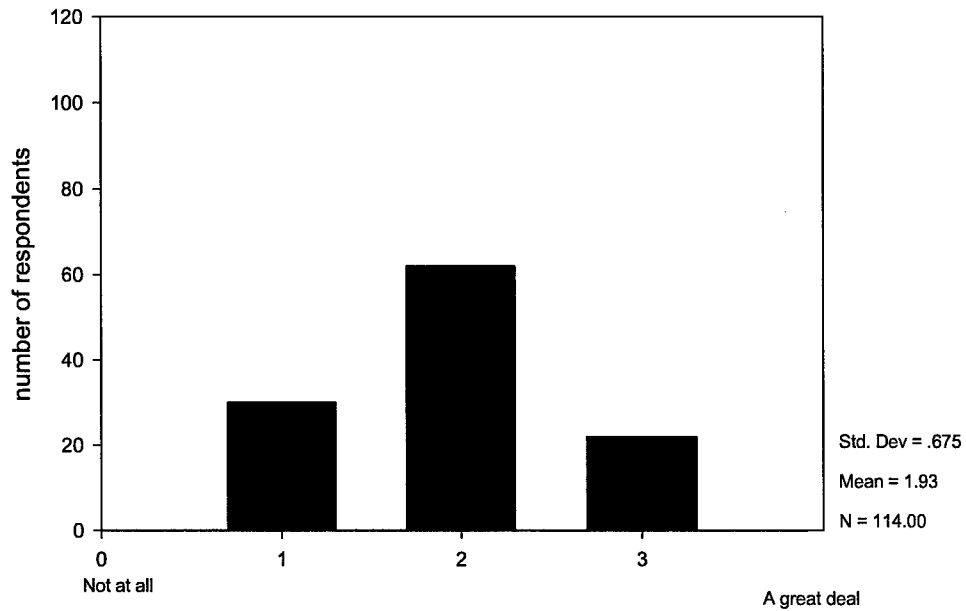


Figure 19.

To what extent are you using preventative health training in-theatre?

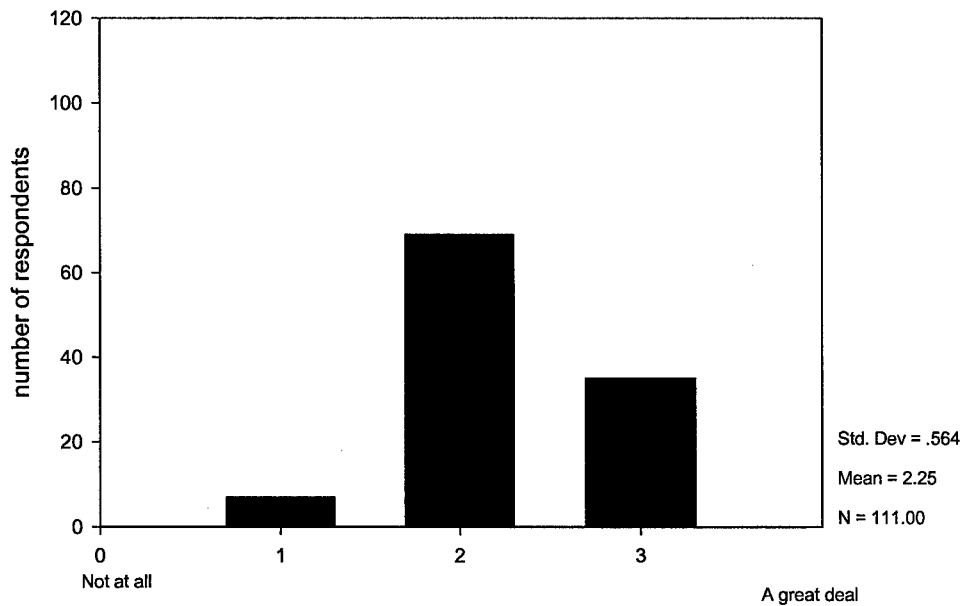


Figure 20.

To what extent are you using cultural awareness Cdn veteran training in-theatre?

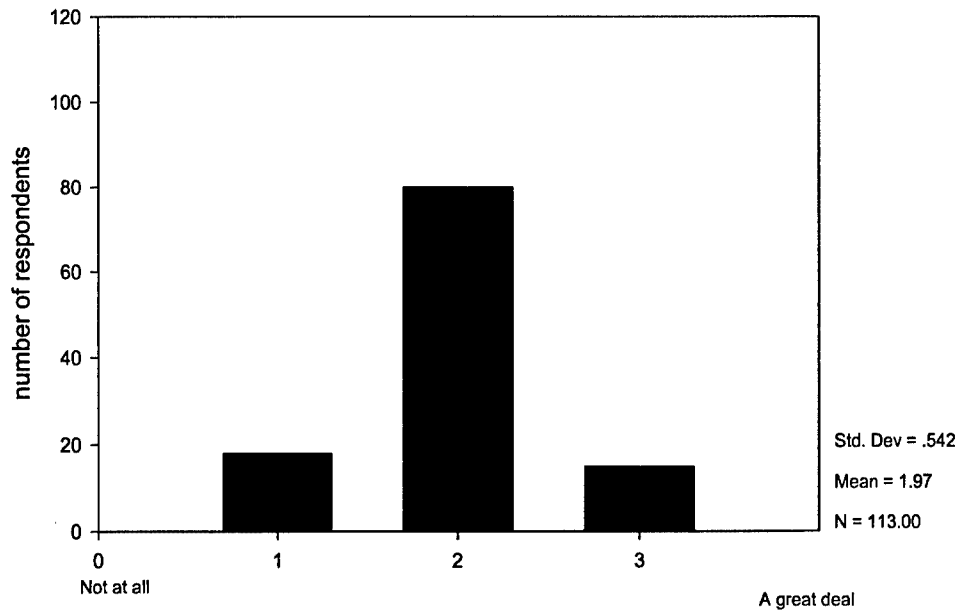


Figure 21.

To what extent are you using security procedures training in-theatre?

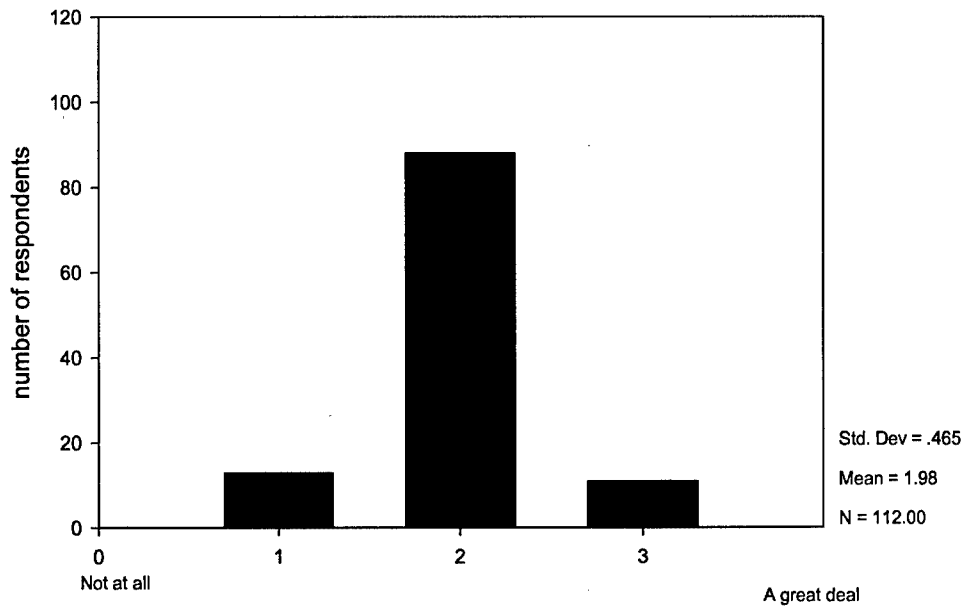


Figure 22.

To what extent are you using stress management training in-theatre?

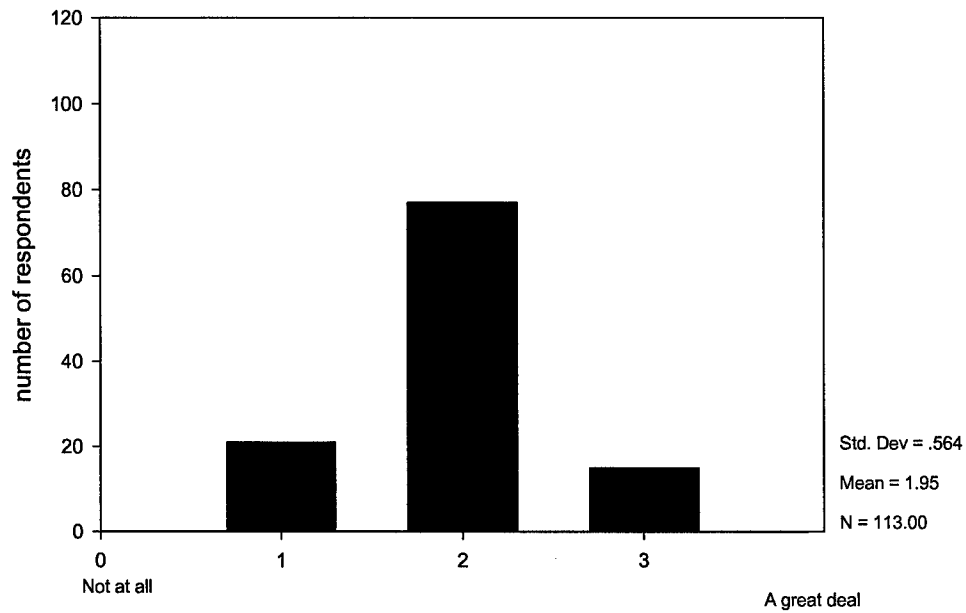


Figure 23.

To what extent are you using hostage survival skills training in-theatre?

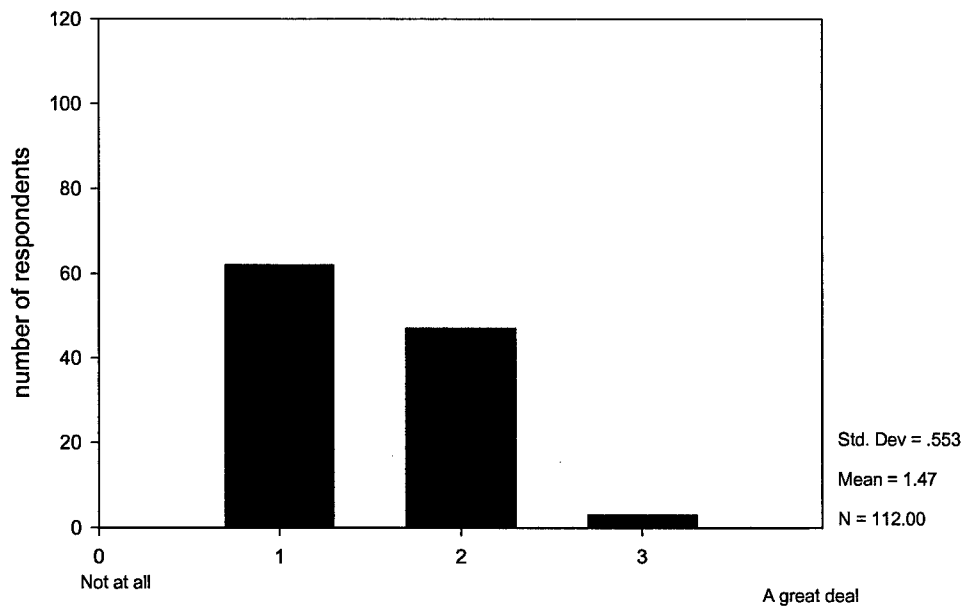


Figure 24.

To what extent are you using lessons learned training in-theatre?

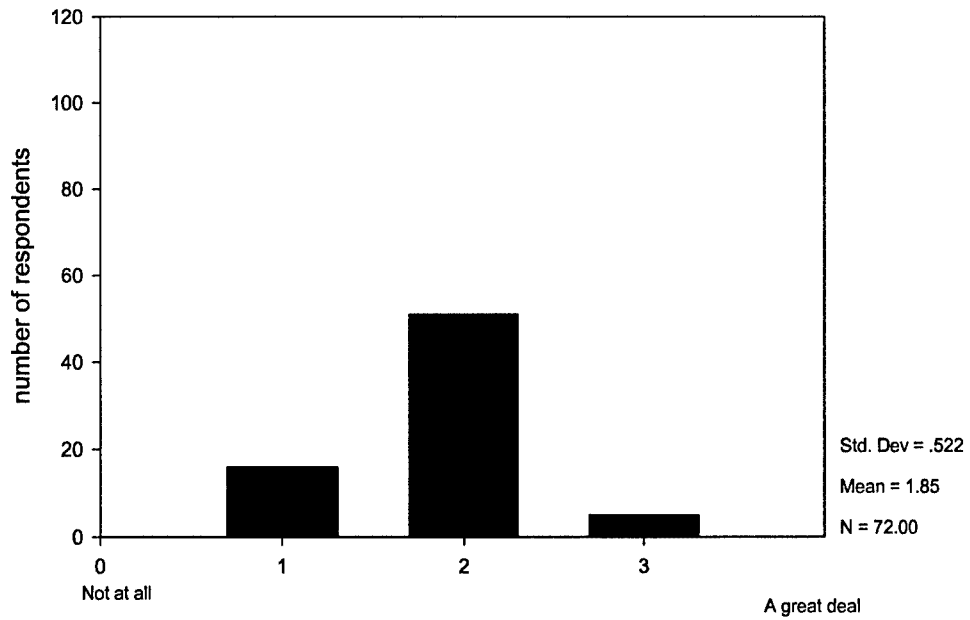


Figure 25.

To what extent are you using media relations training in-theatre?

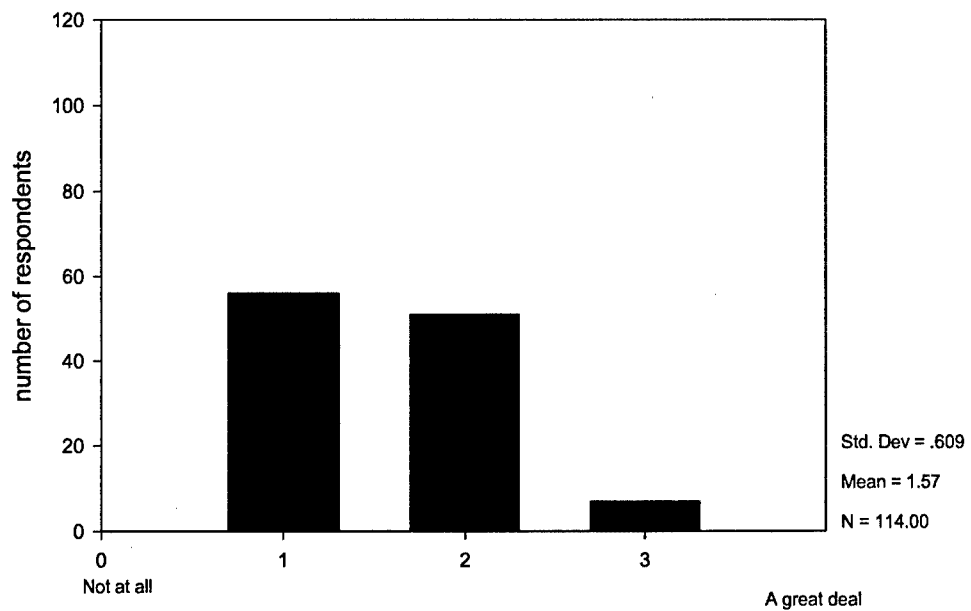


Figure 26.

To what extent are you using negotiation and mediation training in-theatre?

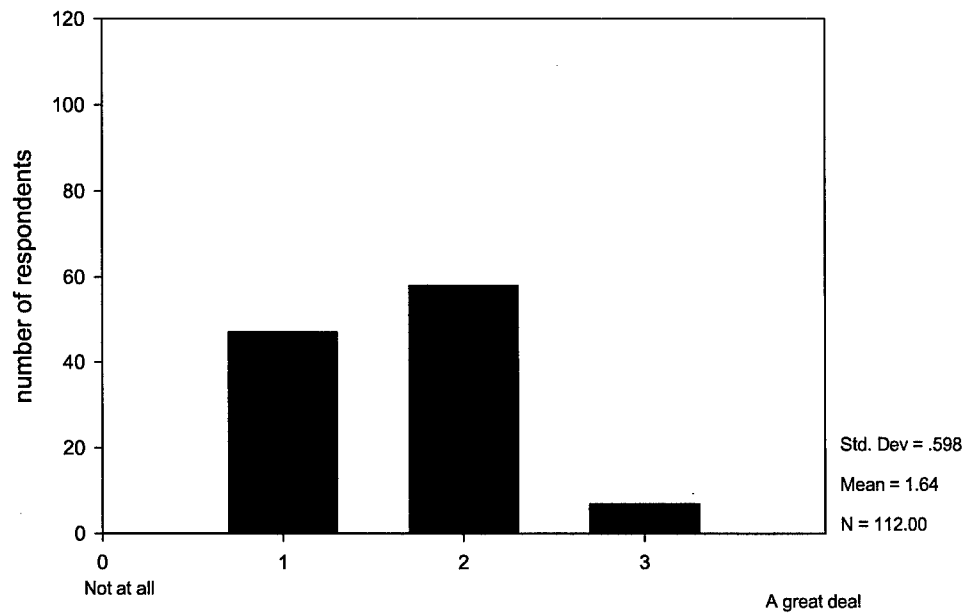


Figure 27.

To what extent are you using family resource centre training in-theatre?

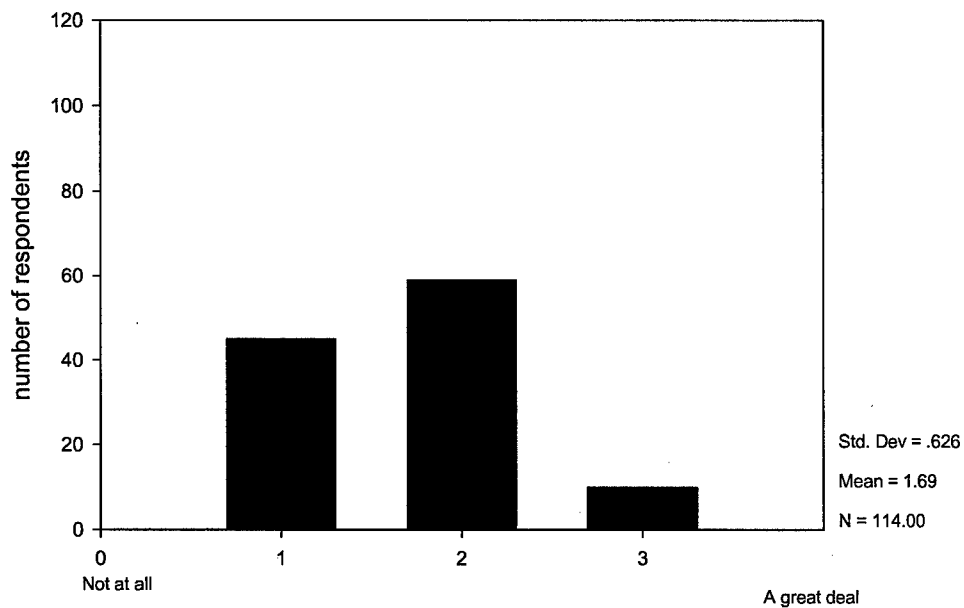


Figure 28.

To what extent are you using allowances and benefits training in-theatre?

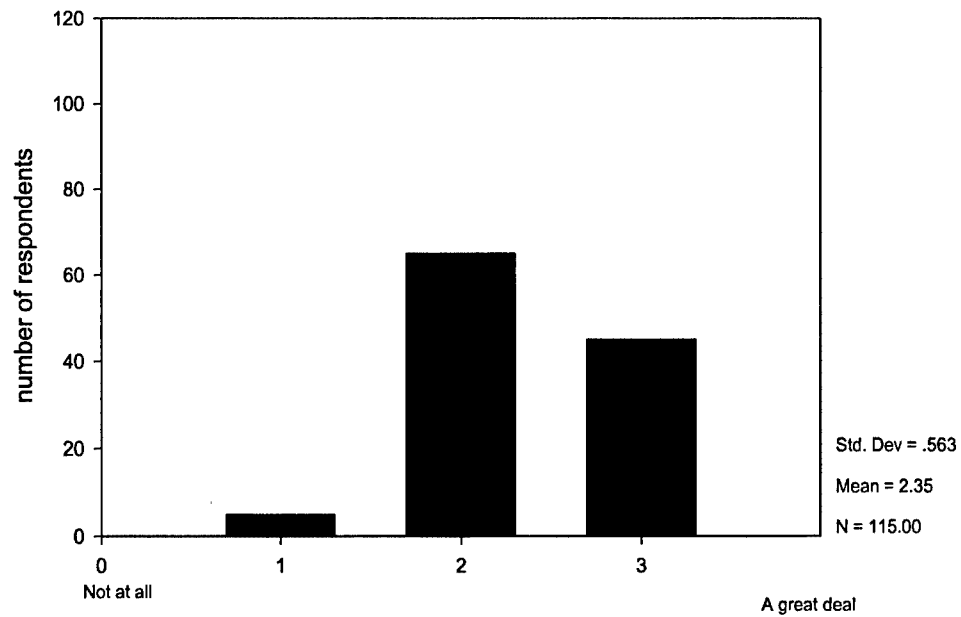


Figure 29.

To what extent are you using SISIP training in-theatre?

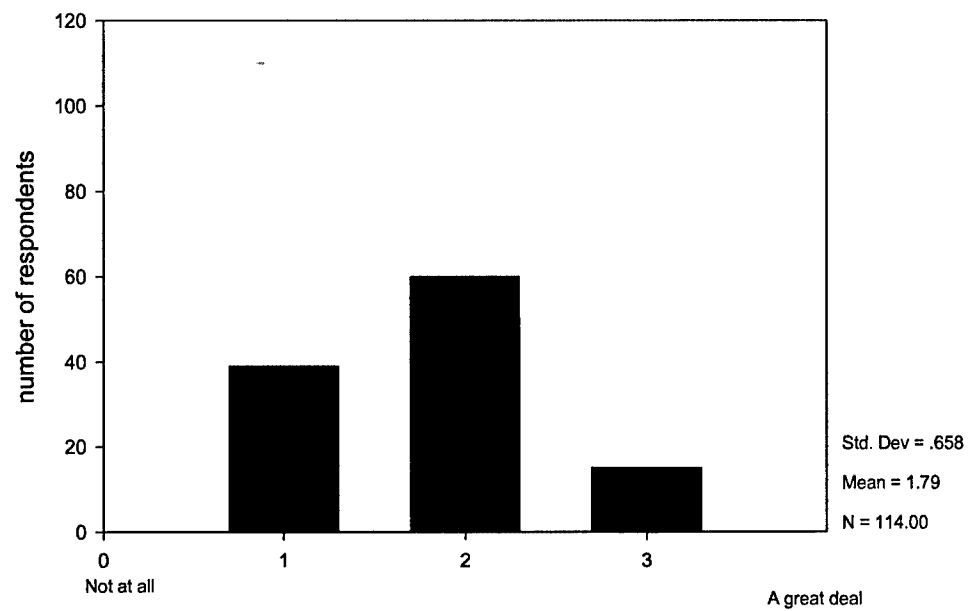


Figure 30.

To what extent are you using equipment recognition army training in-theatre?

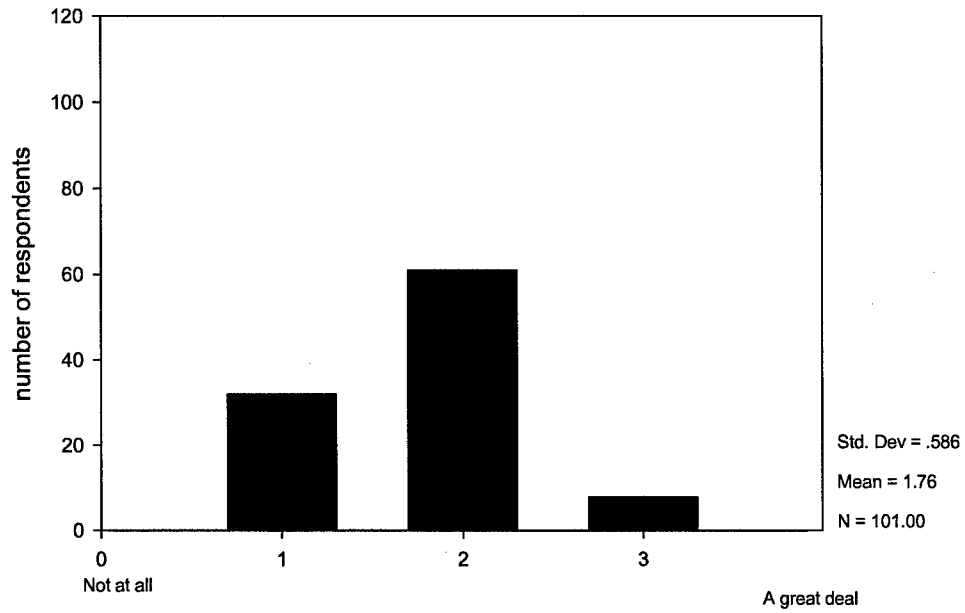


Figure 31.

To what extent are you using equipment recognition air training in-theatre?

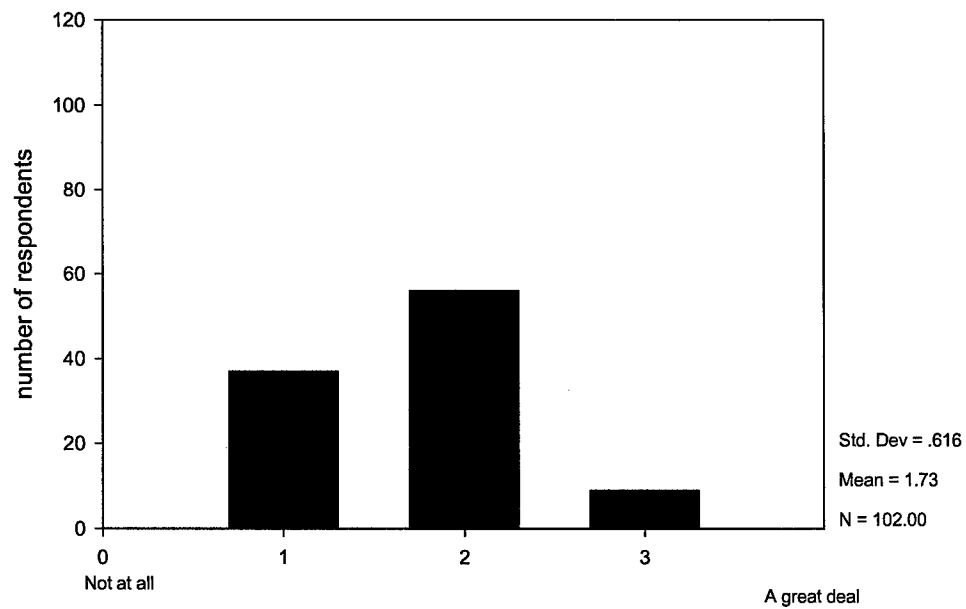


Figure 32.

To what extent are you using foreign weapons training in-theatre?

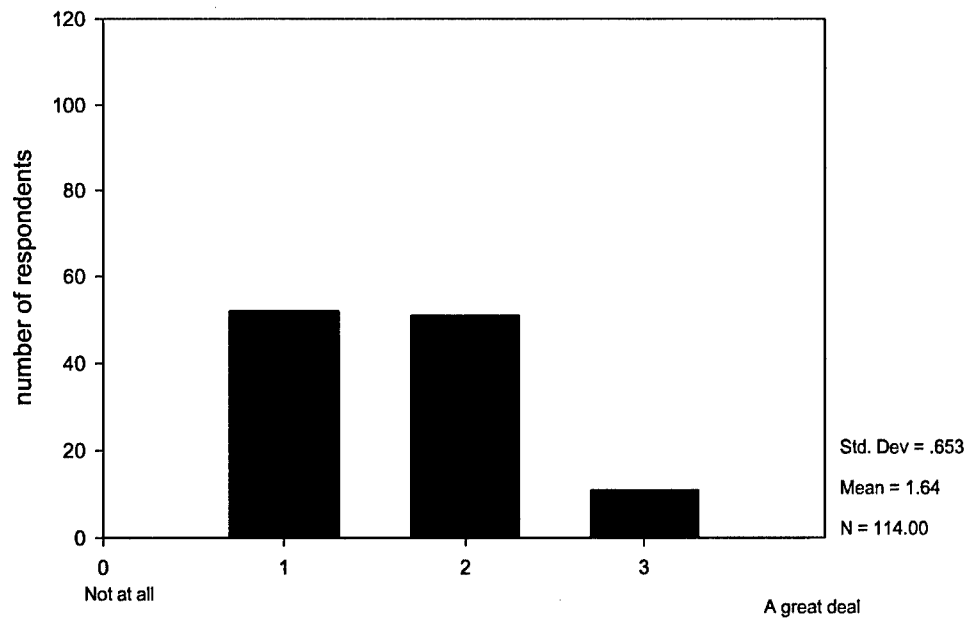


Figure 33.

To what extent are you using threat and risk analysis training in-theatre?

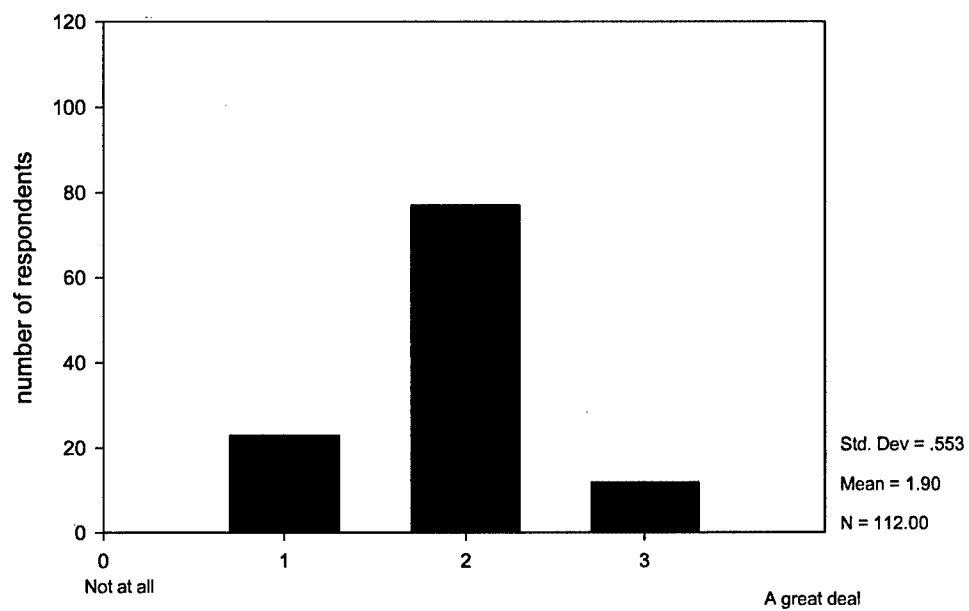


Figure 34.

To what extent are you using culture general training in-theatre?

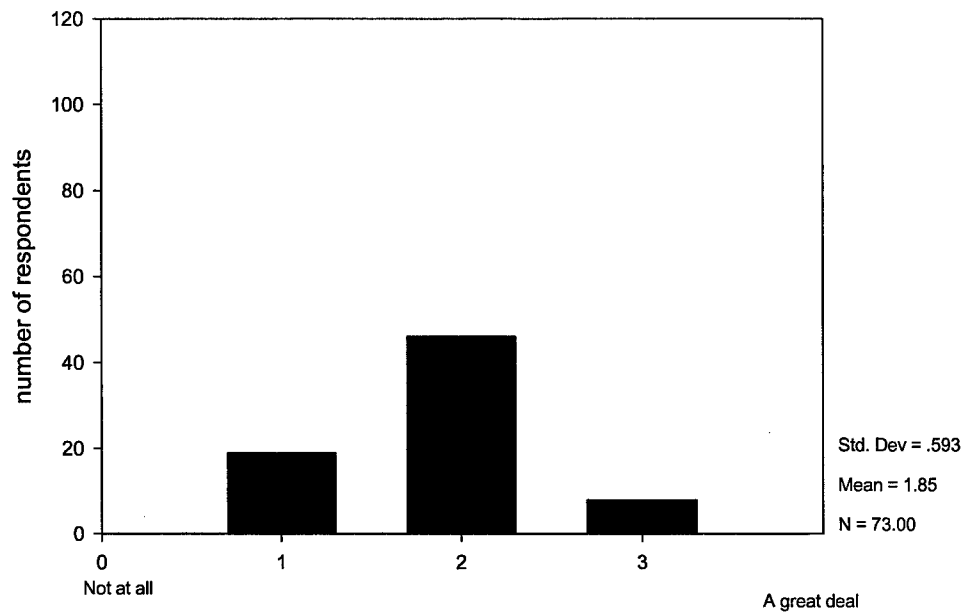


Figure 35.

To what extent are you using ranks and markings training in-theatre?

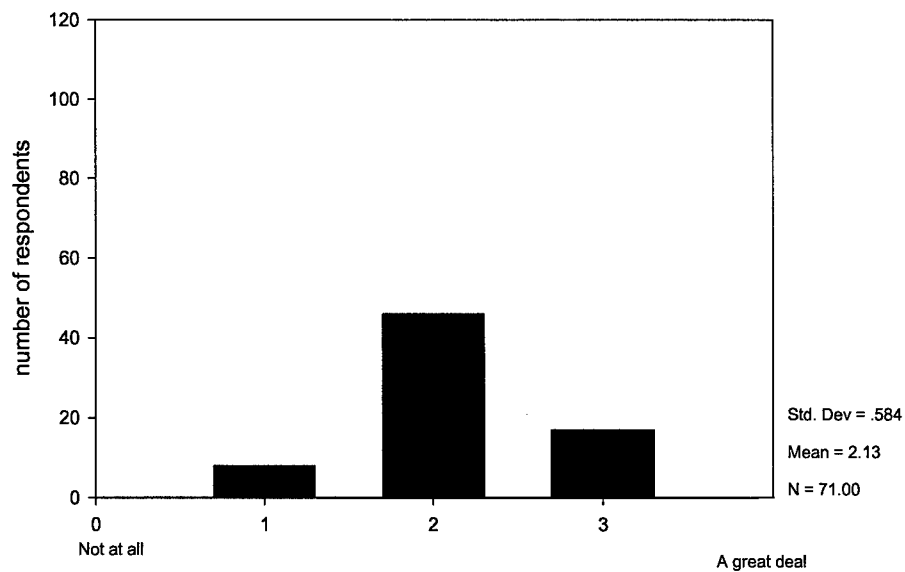


Figure 36.

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Annex B

Frequencies of Prepared/Confidence Ratings by Predeployment Training Module

Based on your training, how confident do you feel about dealing with conduct on PSO in theatre?

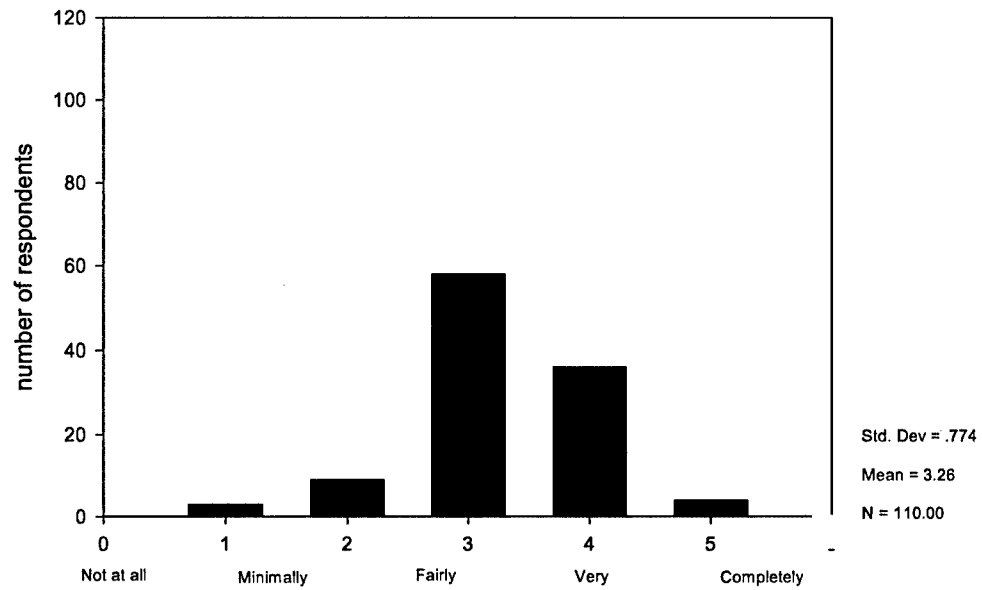


Figure 37.

Based on your training, how confident do you feel about dealing with mission mandate in theatre?

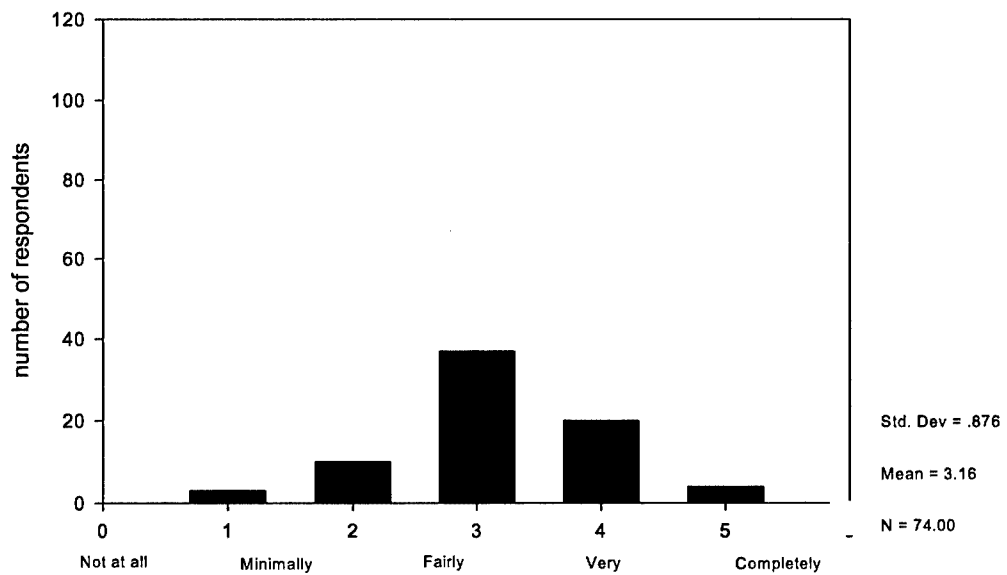


Figure 38.

Based on your training, how confident do you feel about dealing with peacekeeping partners in theatre?

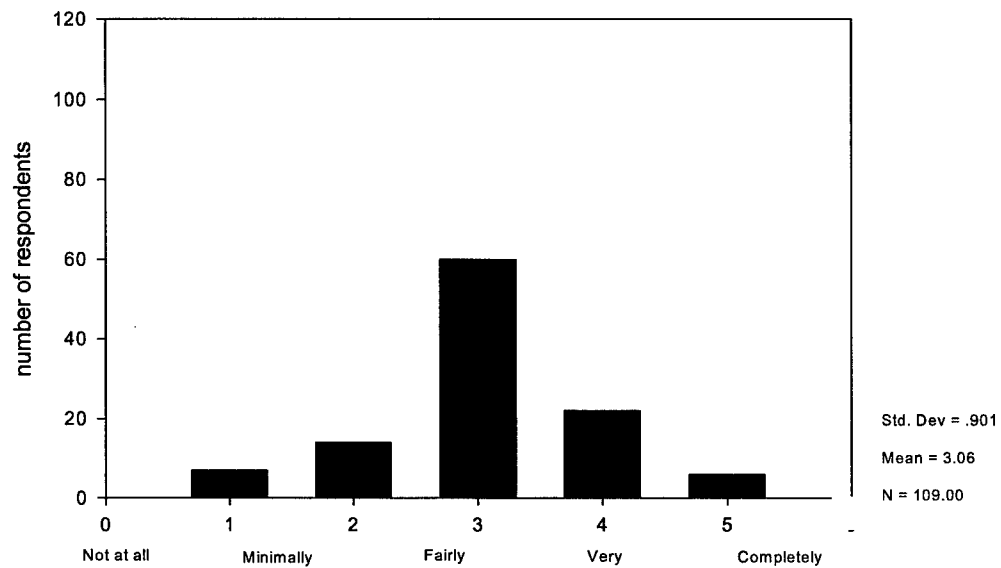


Figure 39.

Based on your training, how confident do you feel about dealing with terrain analysis in theatre?

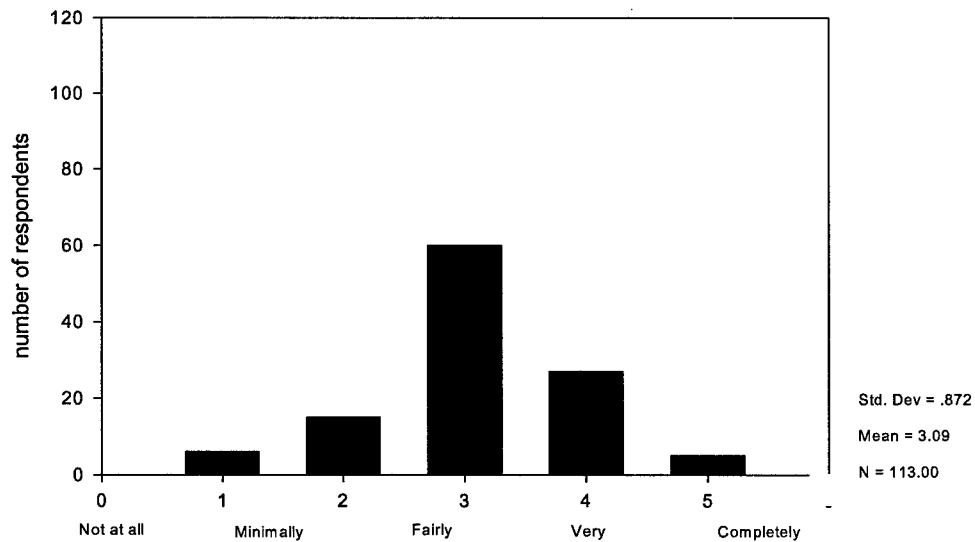


Figure 40.

Based on your training, how confident do you feel about dealing with mission intelligence in theatre?

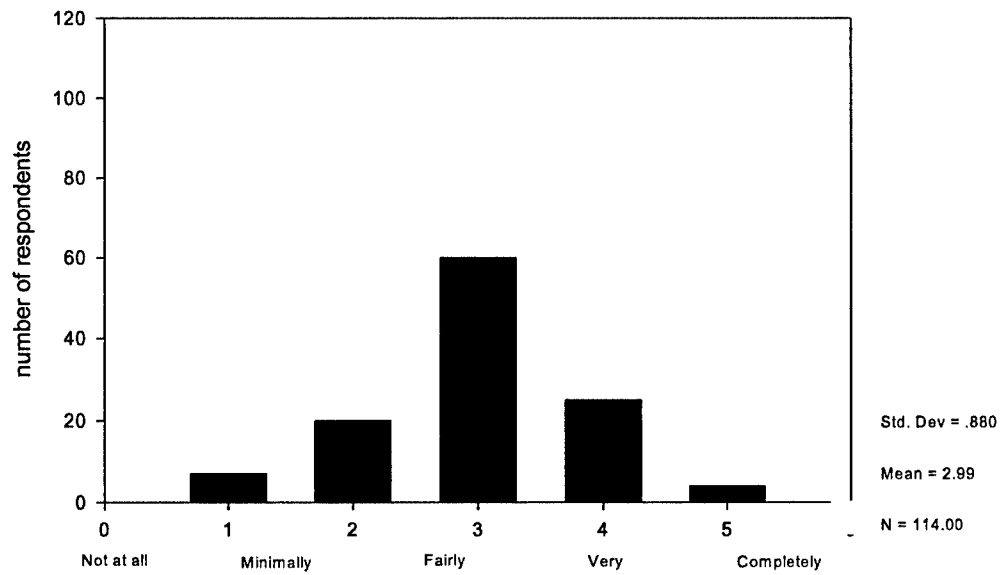


Figure 41.

Based on your training, how confident do you feel about dealing with mission operations in theatre?

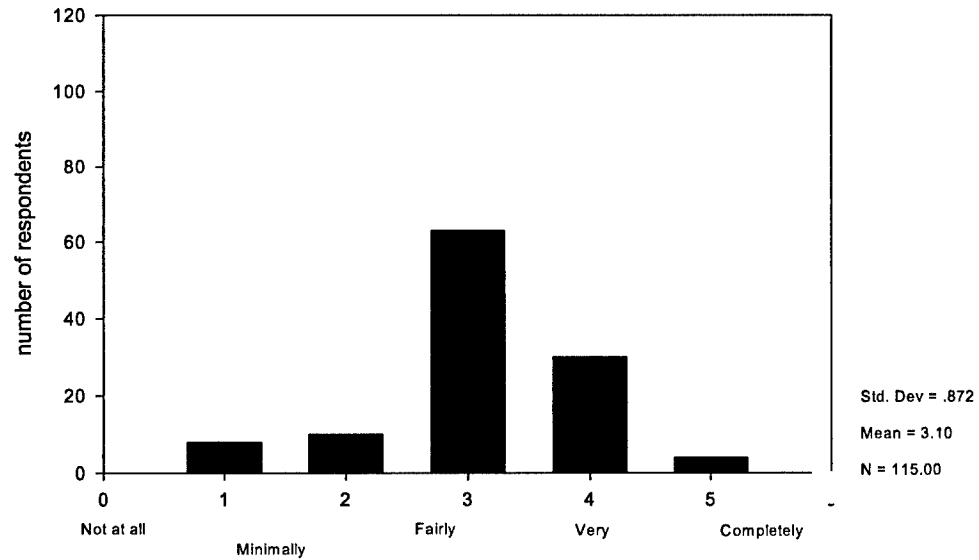


Figure 42.

Based on your training, how confident do you feel about dealing with legal in theatre?

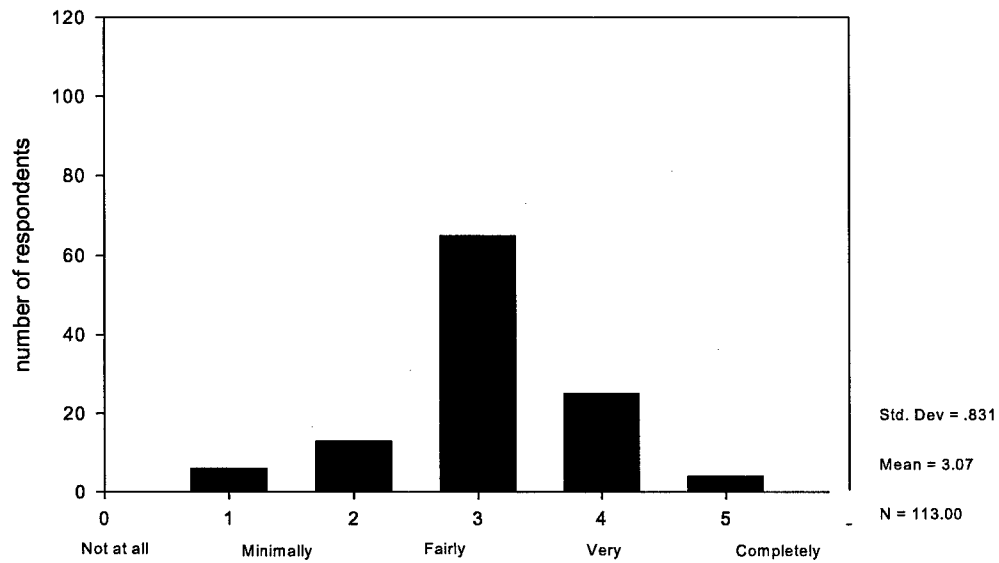


Figure 43.

Based on your training, how confident do you feel about dealing with law of armed conflict in theatre?

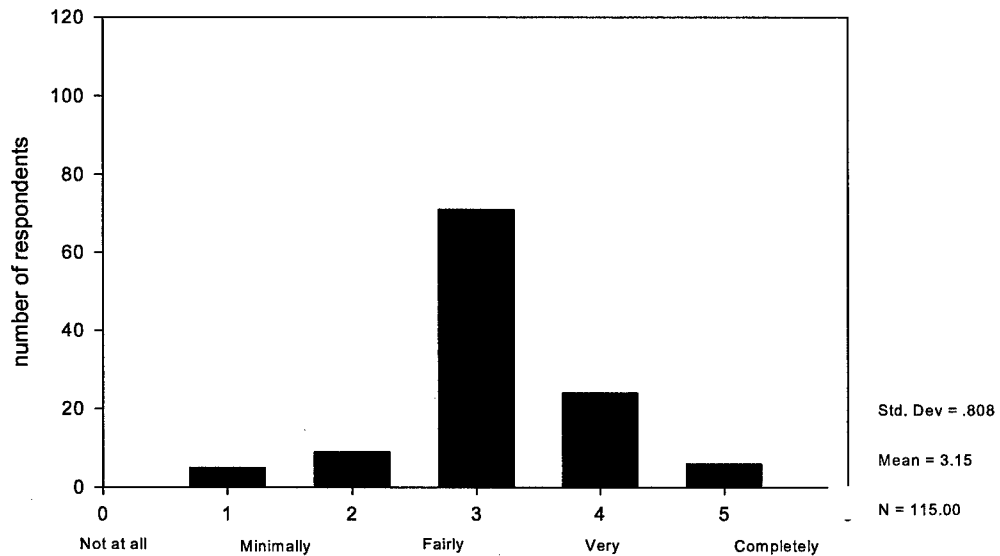


Figure 44.

Based on your training, how confident do you feel about dealing with use of force principles in theatre?

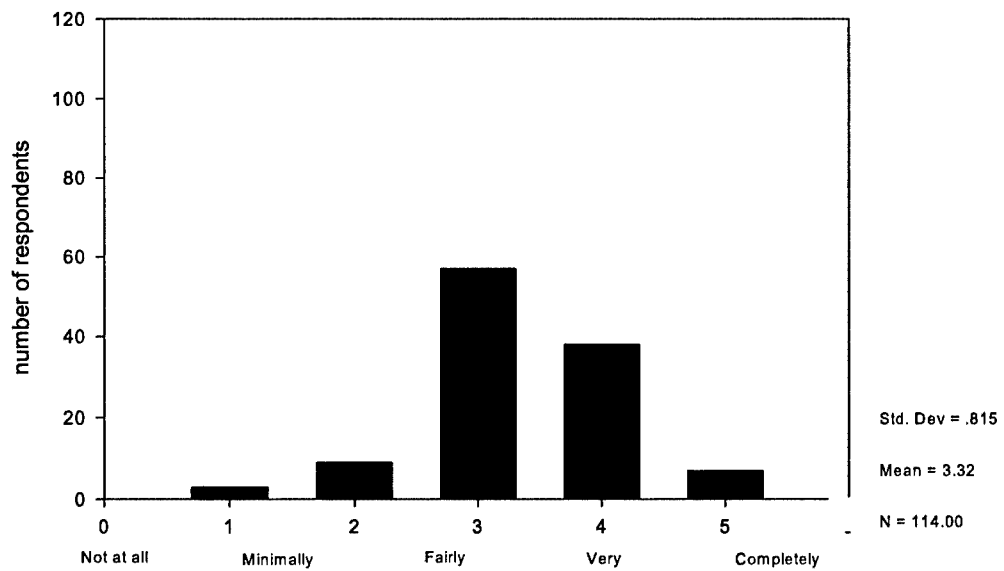


Figure 45.

Based on your training, how confident do you feel about dealing with self defence in theatre?

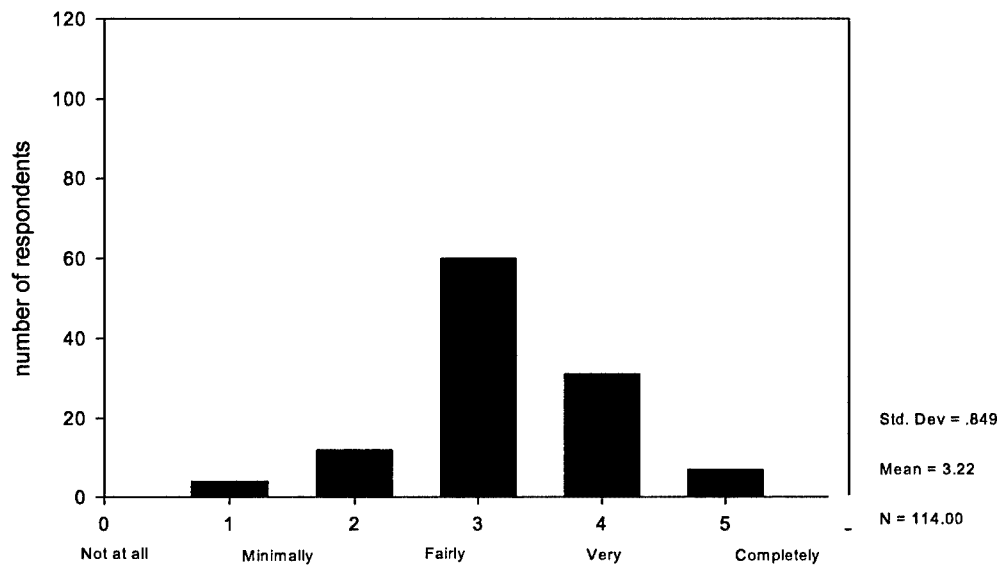


Figure 46.

Based on your training, how confident do you feel about dealing with rules of engagement general in theatre?

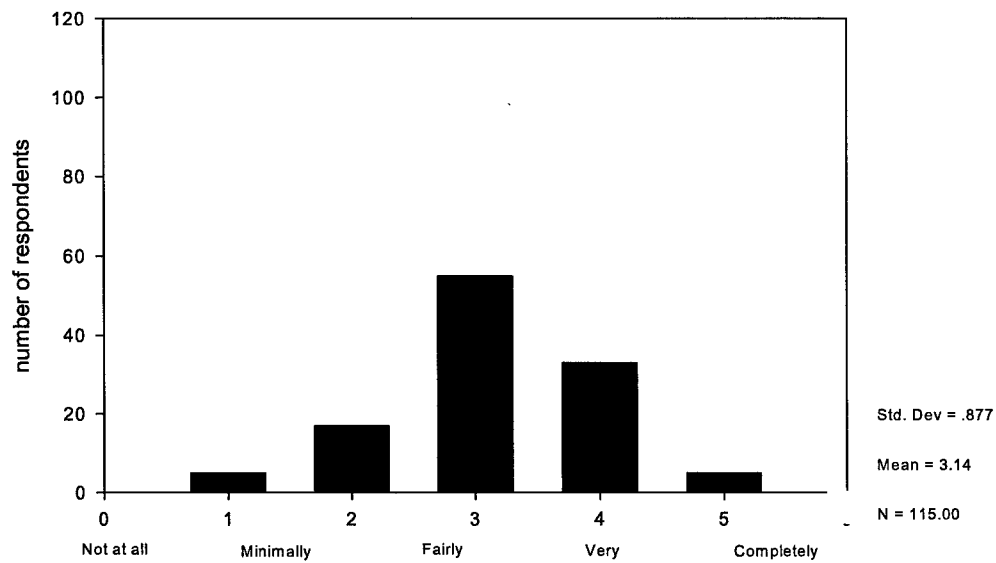


Figure 47.

Based on your training, how confident do you feel about dealing with mission rule of engagement in theatre?

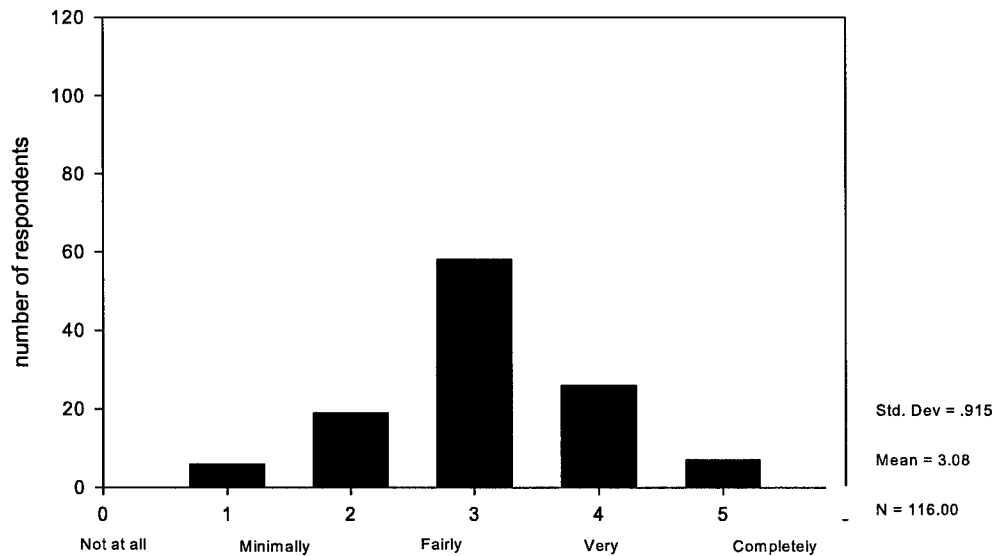


Figure 48.

Based on your training, how confident do you feel about dealing with mission information line in theatre?

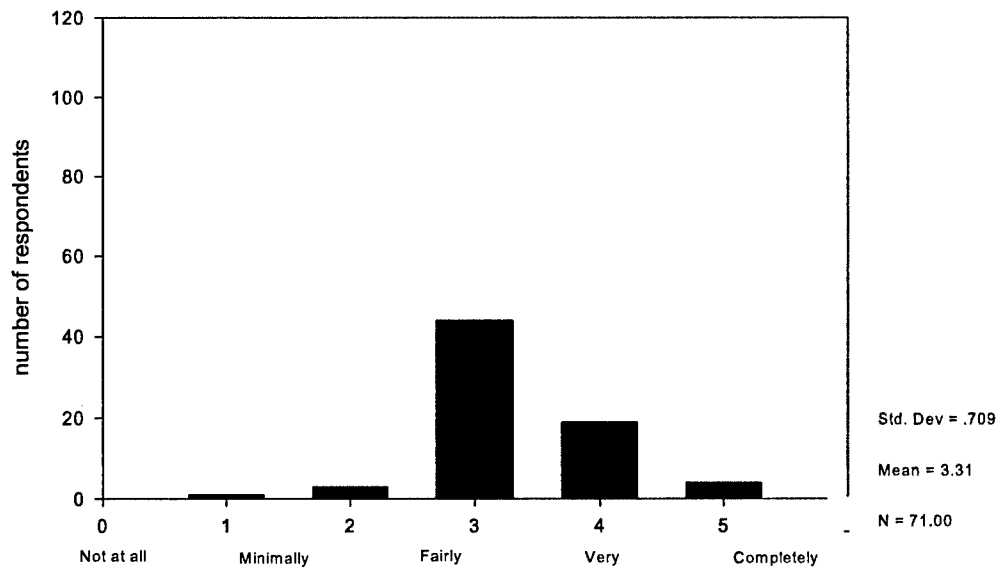


Figure 49.

Based on your training, how confident do you feel about dealing with mission use of force in theatre?

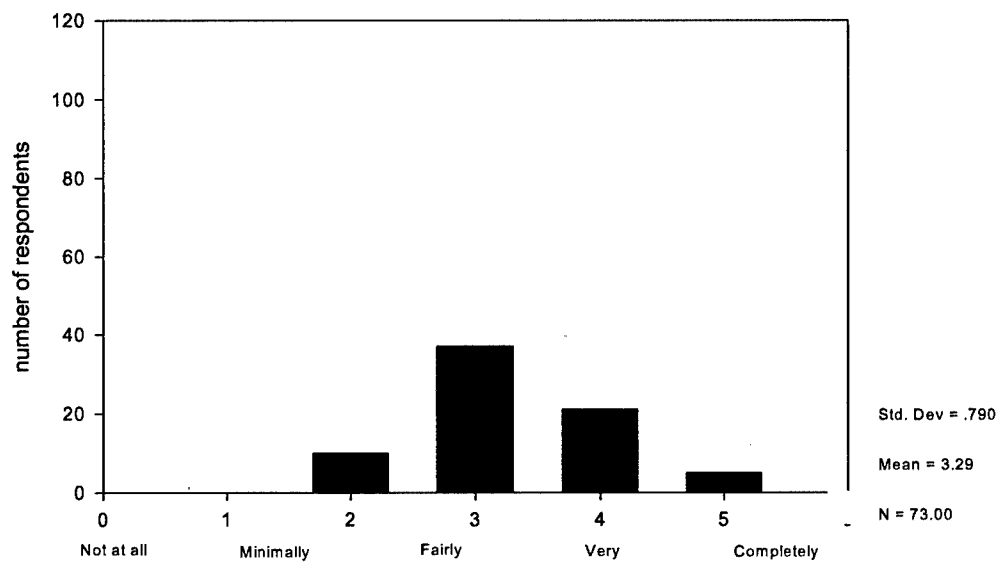


Figure 50.

Based on your training, how confident do you feel about dealing with mine awareness theory in theatre?

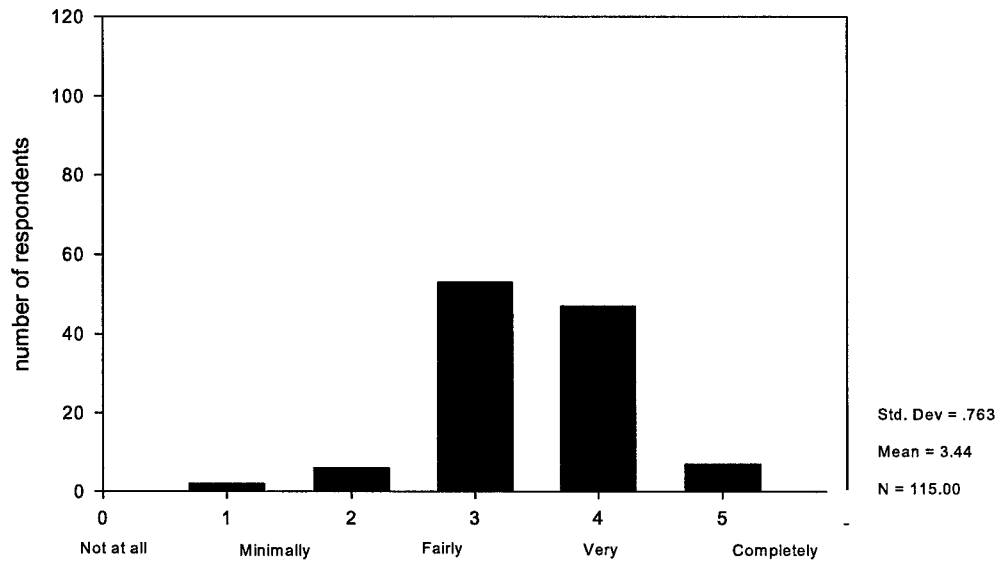


Figure 51.

Based on your training, how confident do you feel about dealing with mine awareness practical in theatre?

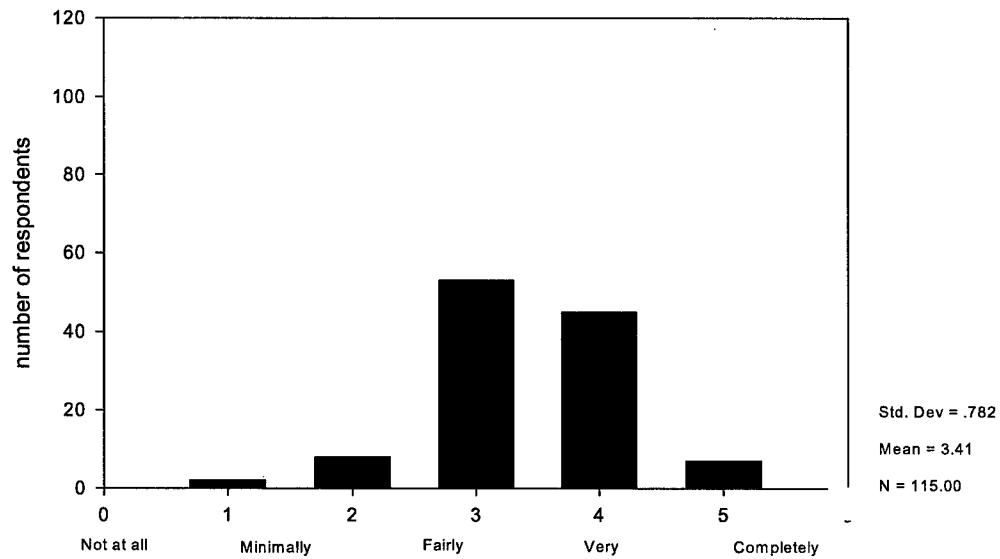


Figure 52.

Based on your training, how confident do you feel about dealing with culture general in theatre?

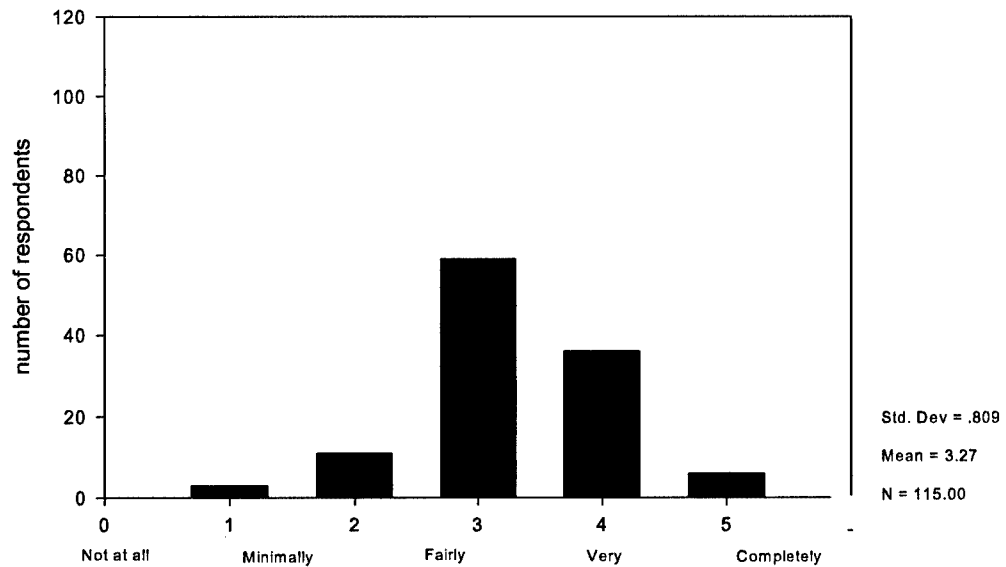


Figure 53.

Based on your training, how confident do you feel about dealing with culture specific in theatre?

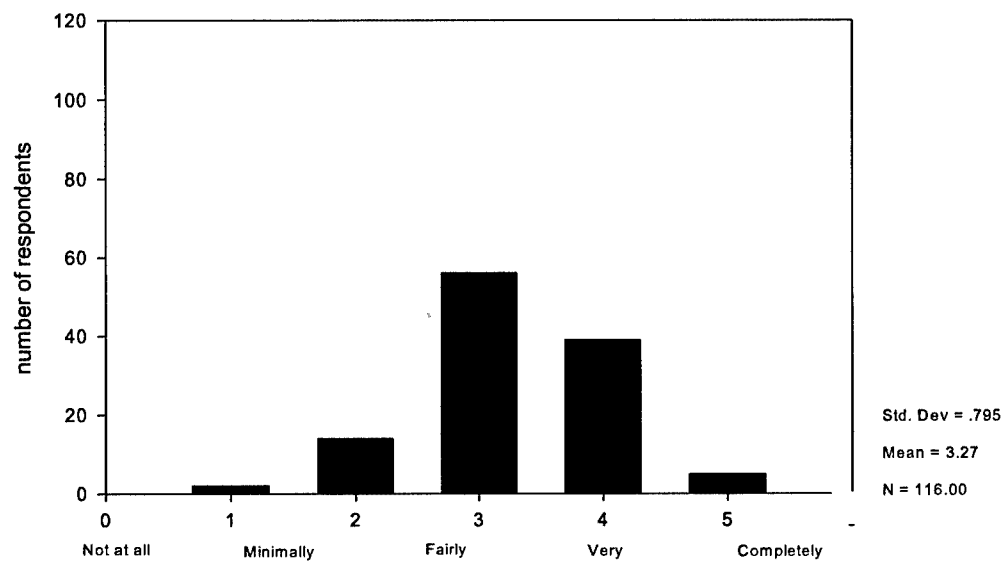


Figure 54.

Based on your training, how confident do you feel about dealing with language training in theatre?

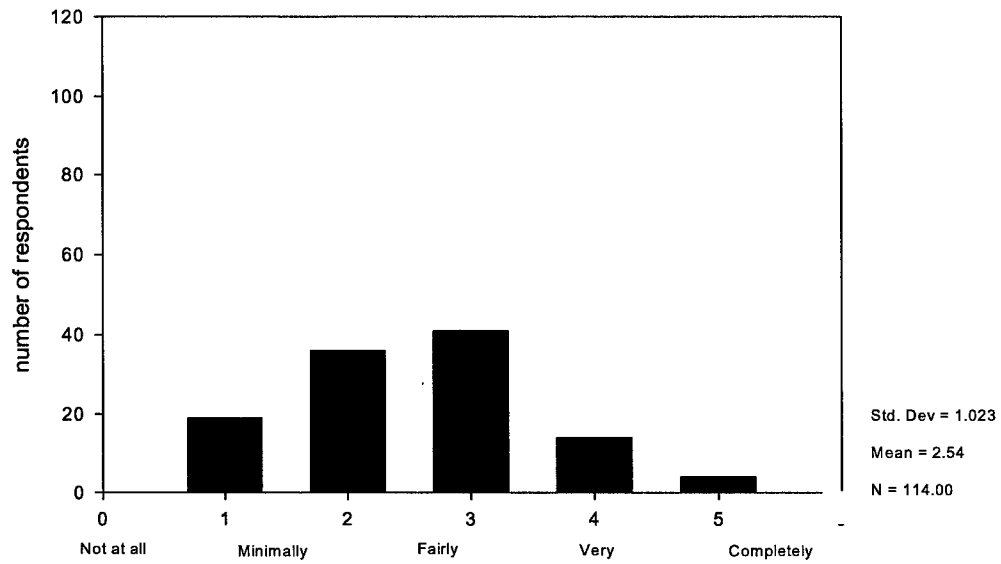


Figure 55.

Based on your training, how confident do you feel about dealing with preventative health in theatre?

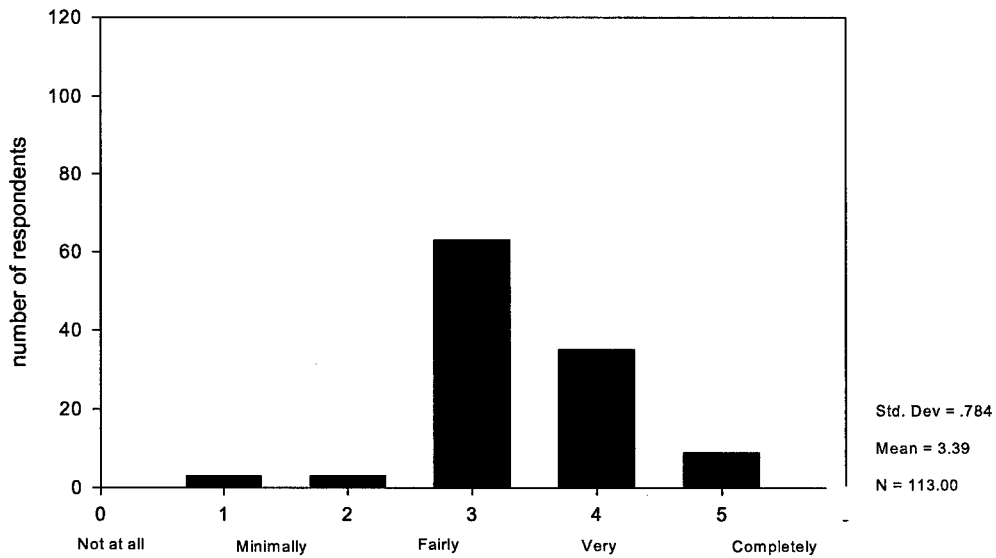


Figure 56.

Based on your training, how confident do you feel about dealing with cultural awareness Cdn veteran in theatre?

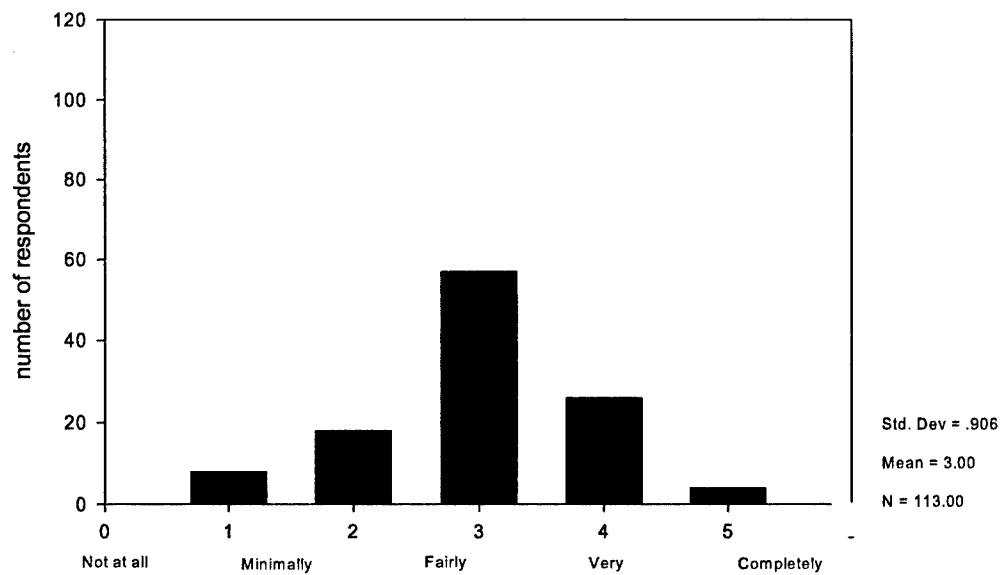


Figure 57.

Based on your training, how confident do you feel about dealing with security procedures in theatre?

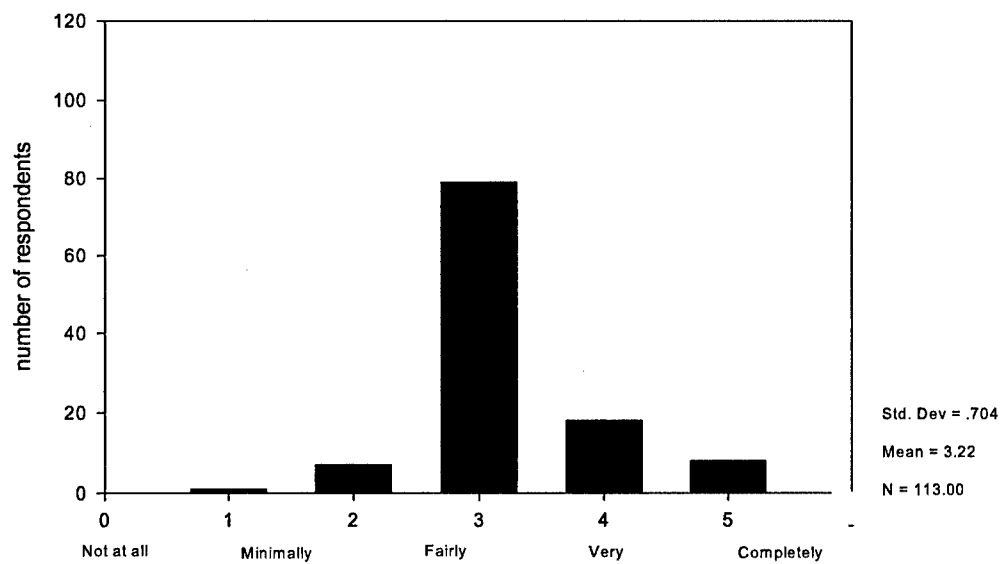


Figure 58.

Based on your training, how confident do you feel about dealing with stress management in theatre?

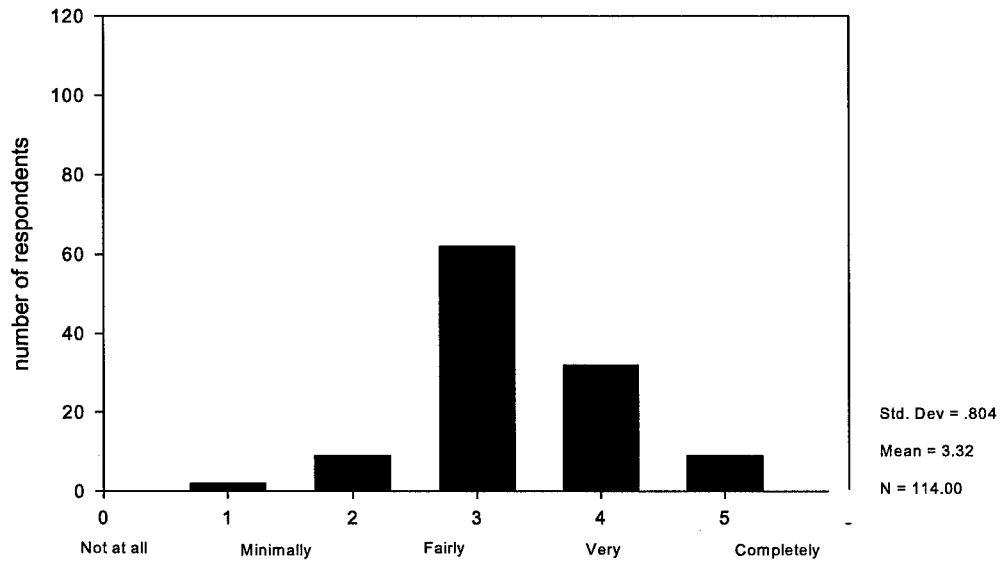


Figure 59.

Based on your training, how confident do you feel about dealing with hostage survival skills in theatre?

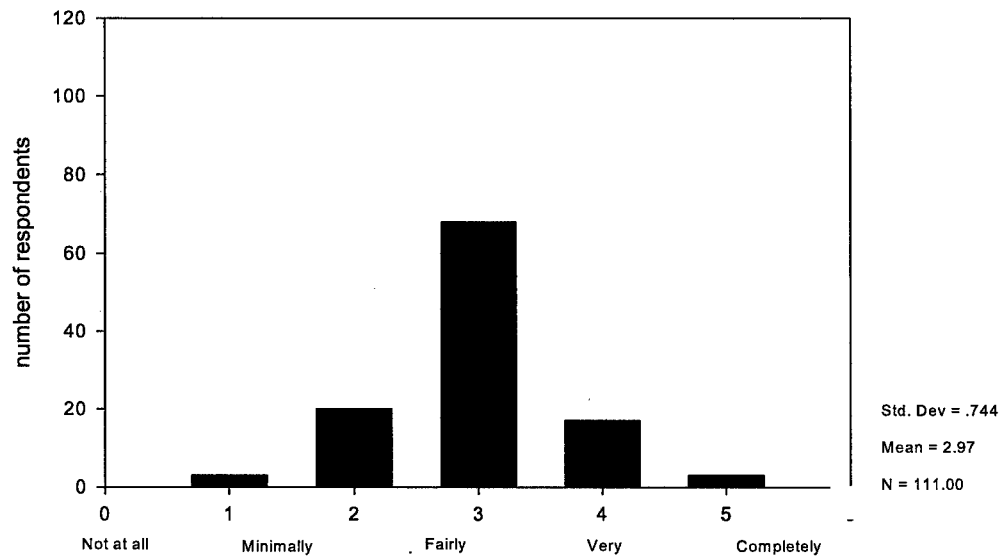


Figure 60.

Based on your training, how confident do you feel about dealing with lessons learned in theatre?

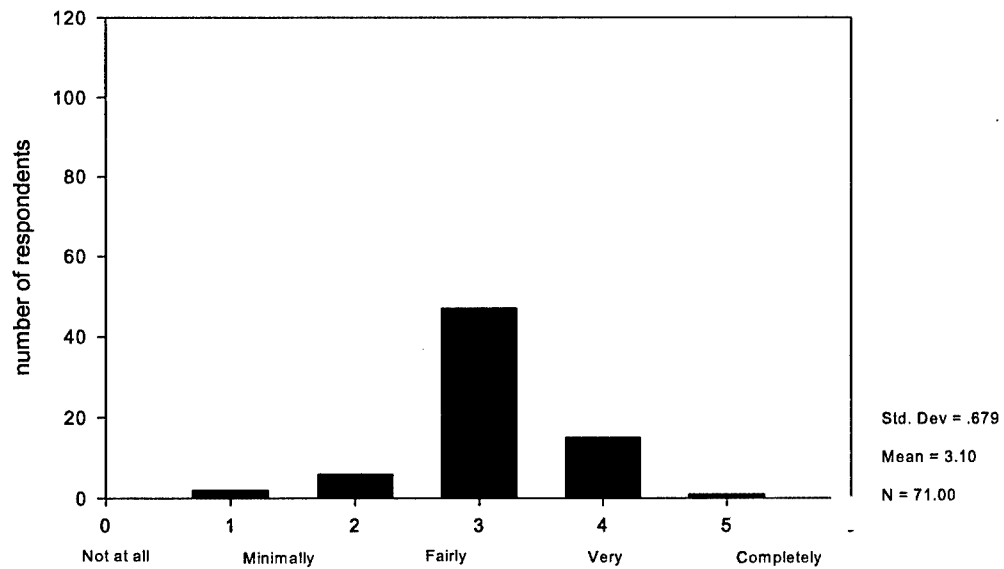


Figure 61.

Based on your training, how confident do you feel about dealing with media relations in theatre?

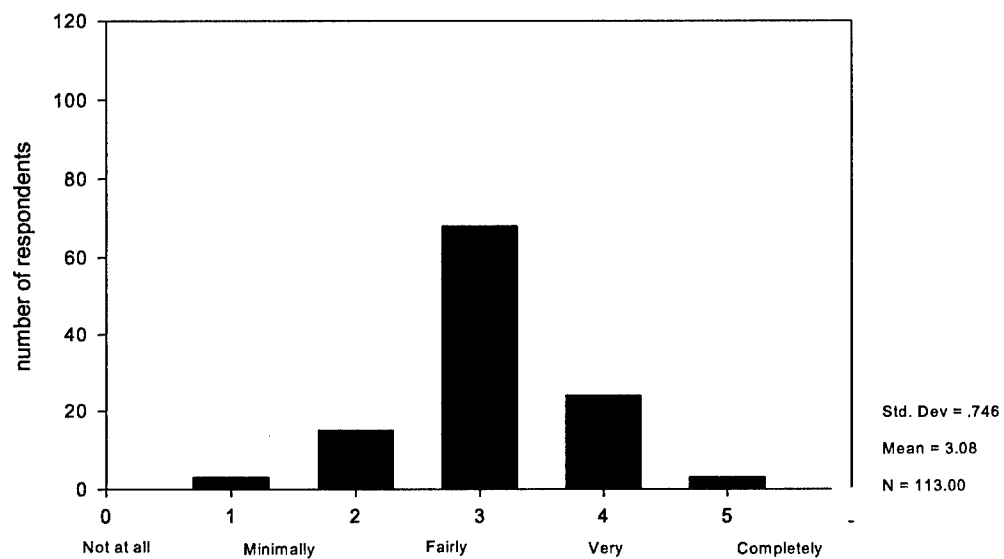


Figure 62.

Based on your training, how confident do you feel about dealing with negotiation and mediation in theatre?

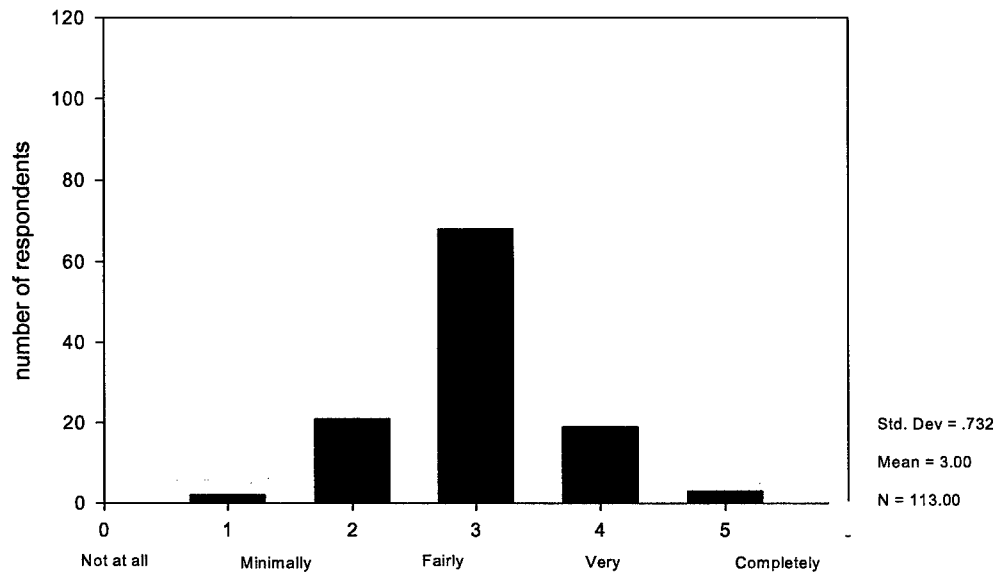


Figure 63.

Based on your training, how confident do you feel about dealing with family resource centre in theatre?

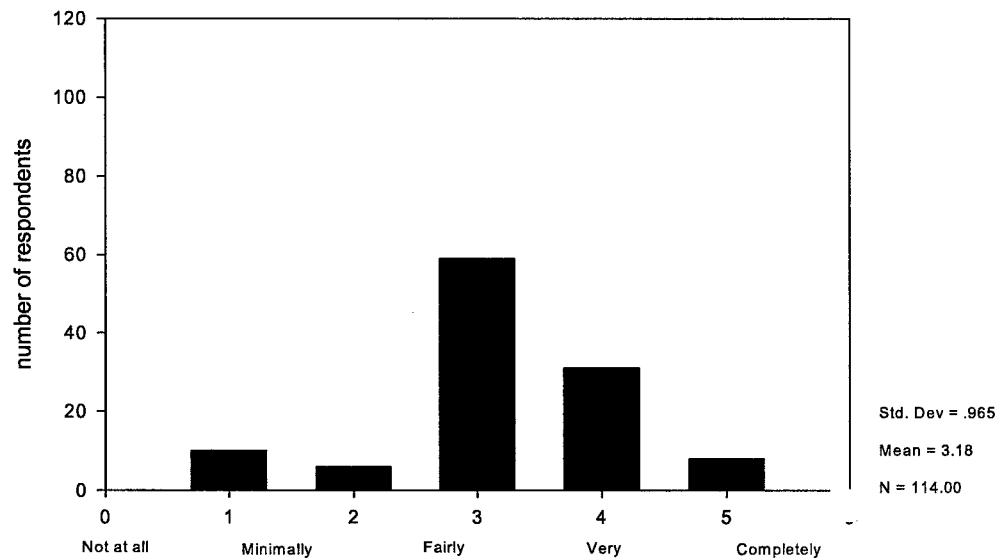


Figure 64.

Based on your training, how confident do you feel about dealing with allowances and benefits in theatre?

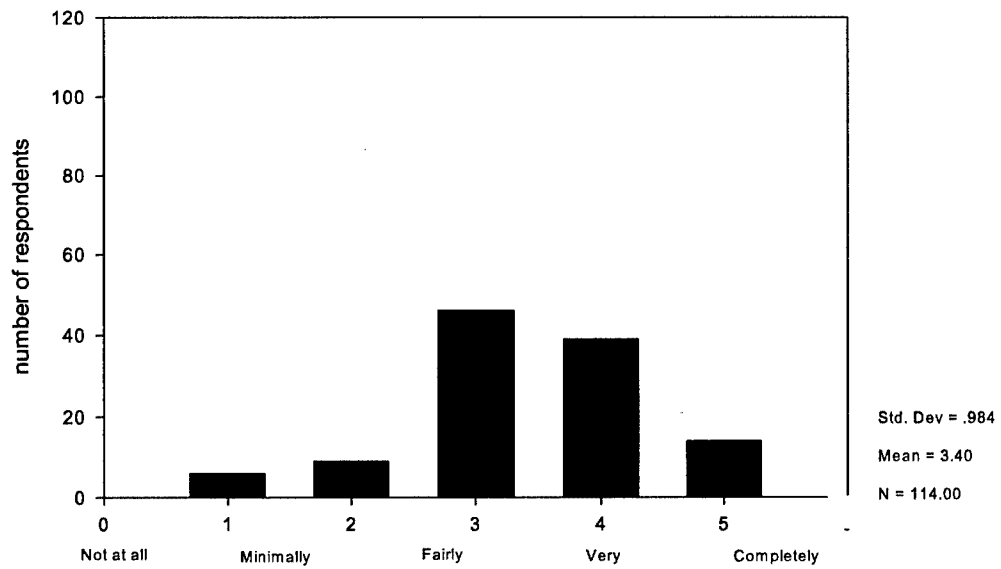


Figure 65.

Based on your training, how confident do you feel about dealing with SISIP in theatre?

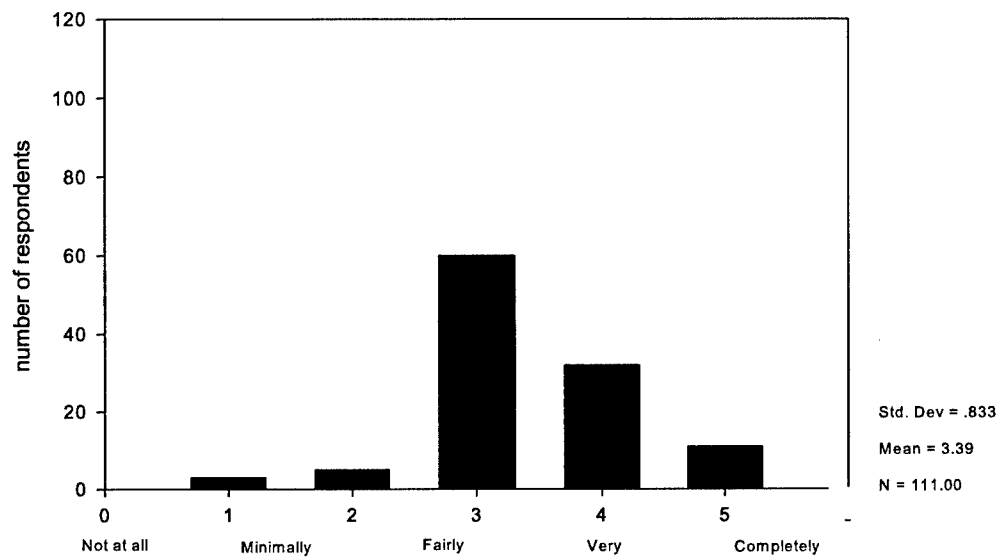


Figure 66.

Based on your training, how confident do you feel about dealing with equipment recognition army in theatre?

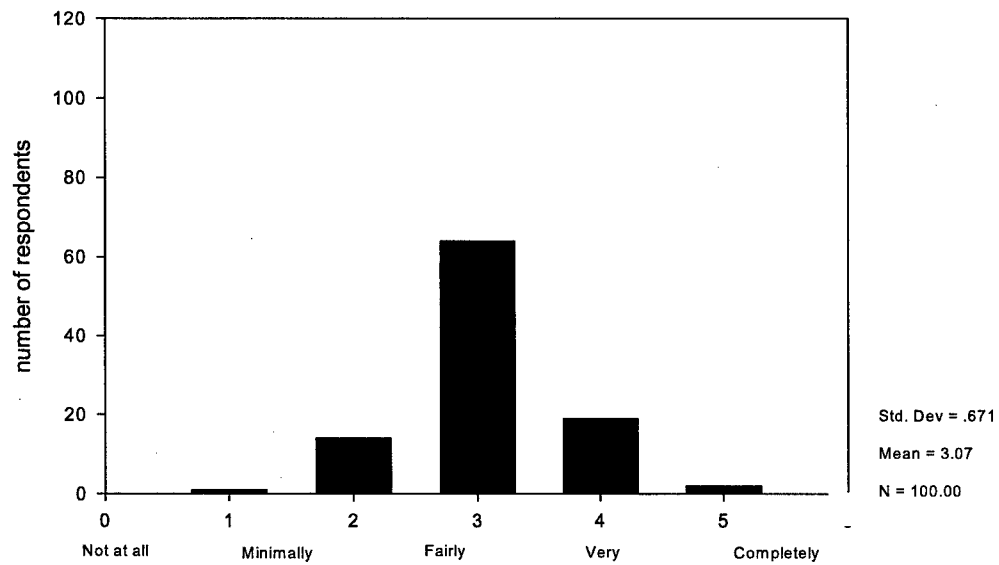


Figure 67.

Based on your training, how confident do you feel about dealing with equipment recognition air in theatre?

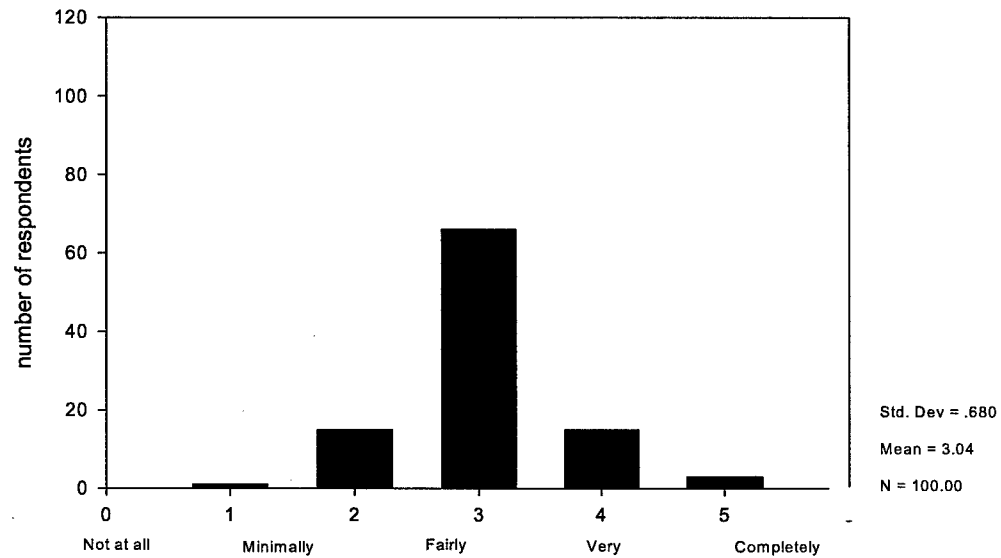


Figure 68.

Based on your training, how confident do you feel about dealing with foreign weapons in theatre?

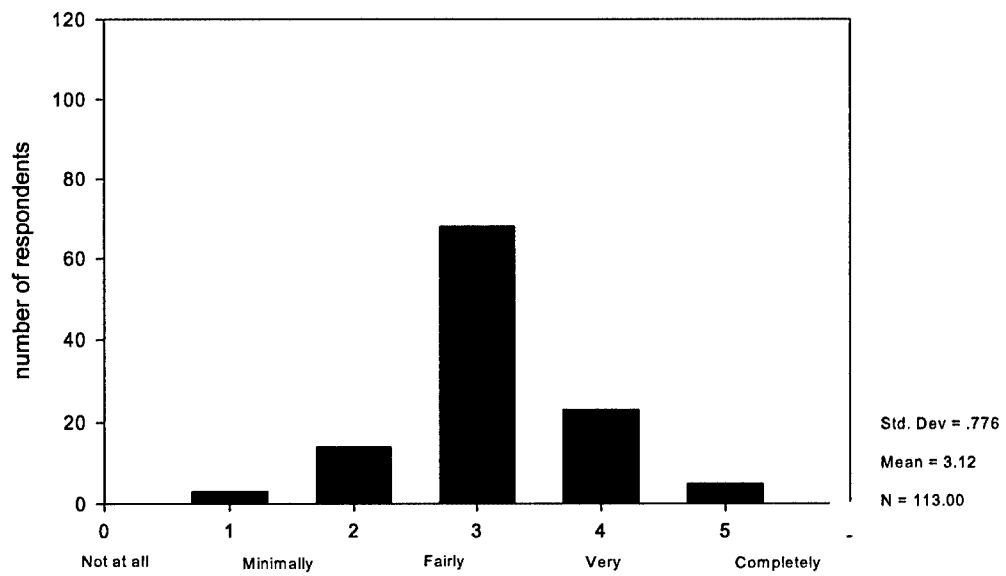


Figure 69.

Based on your training, how confident do you feel about dealing with threat and risk analysis in theatre?

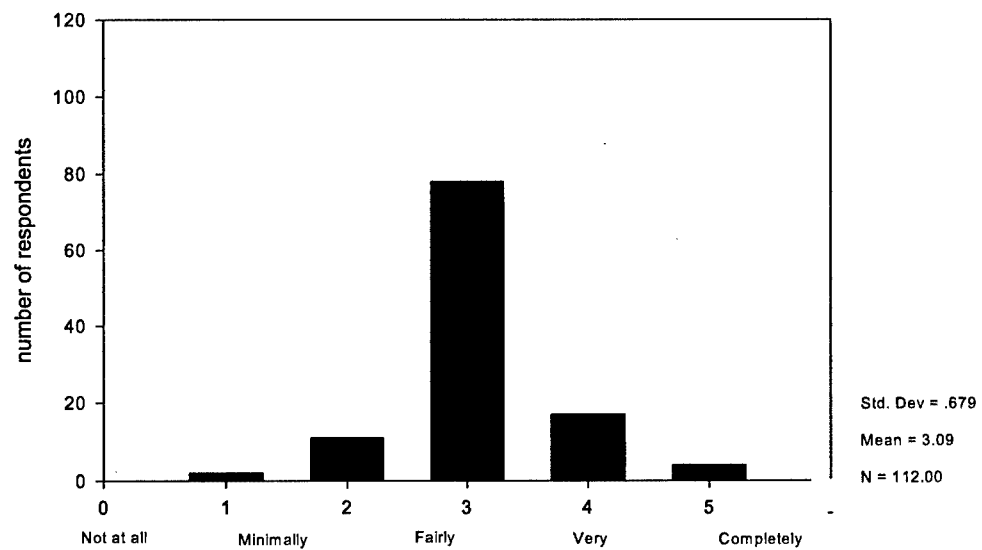


Figure 70.

Based on your training, how confident do you feel about dealing with predeployment administration in theatre?

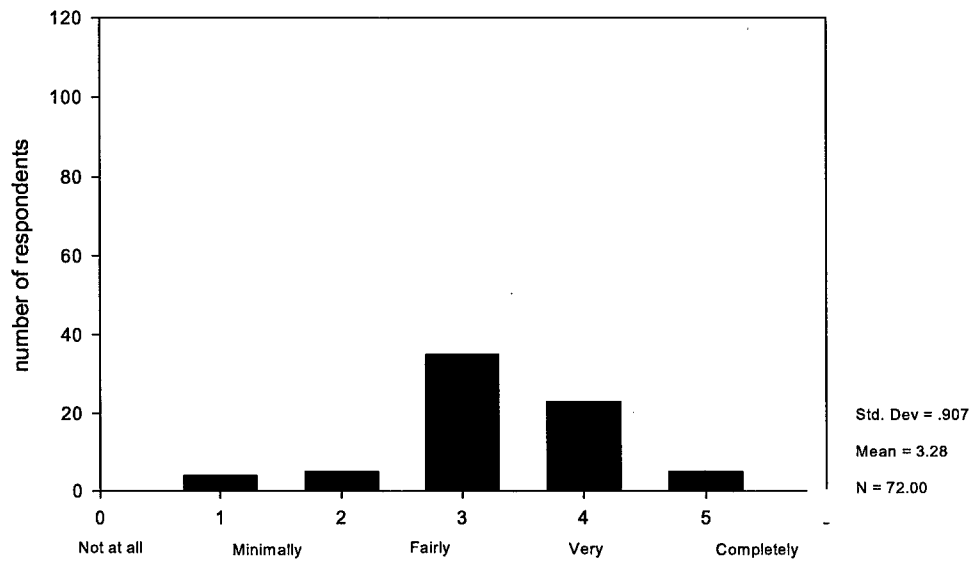


Figure 71.

Based on your training, how confident do you feel about dealing with ranks and markings in theatre?

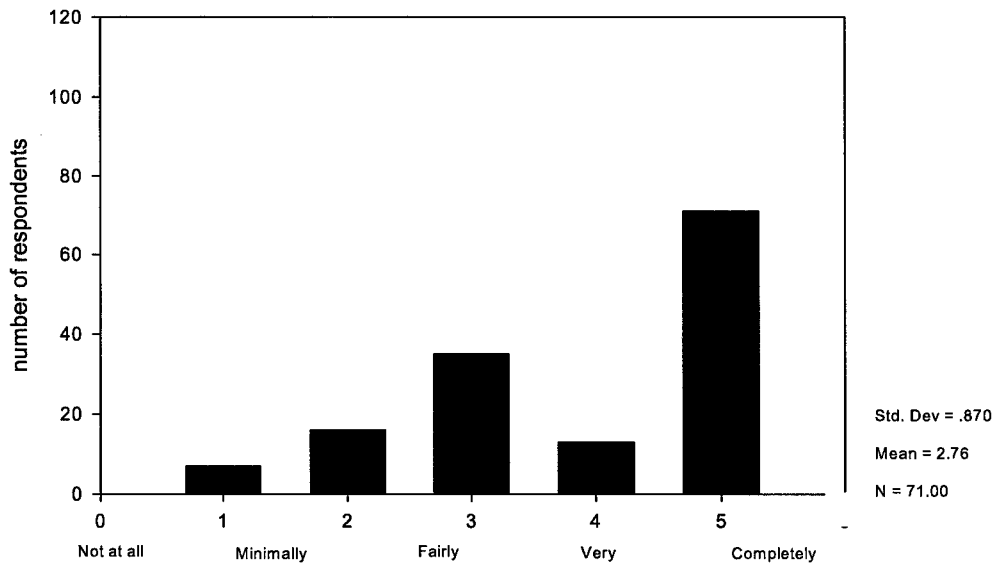


Figure 72.

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Annex C

Descriptives and ANOVA results for Group Differences in Rank, Mission Theatre and Contact with Local Population or Members of Multinational Contingents

Table 5. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories:

Mission Theatre - UNDOF Versus other mission theatres

| Predeployment Training Course Categories | Mission Theatre | N | Mean | S. D. | F | Sig. |
|---|------------------------|----------|-------------|--------------|----------|-------------|
| average of mission specific topics-use | UNDOF | 67 | 1.8915 | .30992 | .898 | .345 |
| | Other | 49 | 1.9521 | .37867 | | |
| | Total | 116 | 1.9171 | .34041 | | |
| average of mission specific topics - confidence | UNDOF | 67 | 3.0184 | .53809 | .323 | .571 |
| | Other | 49 | 3.0783 | .58884 | | |
| | Total | 116 | 3.0437 | .55836 | | |
| average of general PSOPs topics - use | UNDOF | 67 | 1.8597 | .28775 | .266 | .607 |
| | Other | 49 | 1.8280 | .37389 | | |
| | Total | 116 | 1.8463 | .32575 | | |
| average of general PSOPs topics - confidence | UNDOF | 67 | 3.1907 | .48398 | .144 | .705 |
| | Other | 49 | 3.1542 | .55125 | | |
| | Total | 116 | 3.1753 | .51147 | | |
| average of predeployment admin - use | UNDOF | 67 | 1.8764 | .37145 | .005 | .946 |
| | Other | 49 | 1.8810 | .34233 | | |
| | Total | 116 | 1.8783 | .35791 | | |
| average of predeployment admin - confidence | UNDOF | 67 | 3.2848 | .56036 | .369 | .545 |
| | Other | 49 | 3.2109 | .75060 | | |
| | Total | 116 | 3.2536 | .64553 | | |

Table 6. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories:

Mission Theatre - UNDOF versus other mission theatres

| Predeployment Training Course Categories | Mission Theatre | N | Mean | Std. Deviation | F | Sig. |
|--|------------------------|----------|-------------|-----------------------|----------|-------------|
| average of PSTC topic category mission specific - use | UNDOF | 67 | 1.9536 | .28479 | .837 | .362 |
| | Other | 49 | 2.0073 | .34616 | | |
| | Total | 116 | 1.9763 | .31188 | | |
| average of PSTC topic category mission specific - confidence | UNDOF | 67 | 3.0528 | .57659 | .698 | .405 |
| | Other | 49 | 3.1443 | .59158 | | |
| | Total | 116 | 3.0915 | .58219 | | |
| average of PSTC topic category personal effectiveness - use | UNDOF | 67 | 1.8315 | .32985 | .764 | .384 |
| | Other | 49 | 1.7716 | .40776 | | |
| | Total | 116 | 1.8062 | .36431 | | |
| average of PSTC topic category personal effectiveness - confidence | UNDOF | 67 | 3.1185 | .44904 | .361 | .549 |
| | Other | 49 | 3.0626 | .55323 | | |
| | Total | 116 | 3.0949 | .49421 | | |
| average of PSTC topic category administration - use | UNDOF | 67 | 1.9020 | .38389 | .124 | .725 |
| | Other | 49 | 1.9279 | .39973 | | |
| | Total | 116 | 1.9129 | .38915 | | |
| average of PSTC course category administration - confidence | UNDOF | 67 | 3.3229 | .59099 | .108 | .743 |
| | Other | 49 | 3.2803 | .80694 | | |
| | Total | 116 | 3.3049 | .68752 | | |

Table 7. Descriptives and ANOVA Results for Perceptions Of Use And Confidence For Thompson Predeployment Training Course Categories:

Mission Theatre - UNDOF, Bosnia, Other

| Predeployment Training Course Categories | Mission Theatre | N | Mean | S.D. | F | Sig. |
|---|------------------------|----------|-------------|-------------|----------|-------------|
| average of mission specific topics-use | UNDOF | 67 | 1.8915 | .30992 | 1.148 | .321 |
| | Bosnia | 23 | 2.0132 | .38040 | | |
| | Other | 26 | 1.8982 | .37619 | | |
| | Total | 116 | 1.9171 | .34041 | | |
| average of mission specific topics - confidence | UNDOF | 67 | 3.0184 | .53809 | .490 | .614 |
| | Bosnia | 23 | 3.0092 | .59973 | | |
| | Other | 26 | 3.1393 | .58389 | | |
| | Total | 116 | 3.0437 | .55836 | | |
| average of general PSOPs topics - use | UNDOF | 67 | 1.8597 | .28775 | 1.521 | .223 |
| | Bosnia | 23 | 1.9100 | .42935 | | |
| | Other | 26 | 1.7554 | .30744 | | |
| | Total | 116 | 1.8463 | .32575 | | |
| average of general PSOPs topics - confidence | UNDOF | 67 | 3.1907 | .48398 | .402 | .670 |
| | Bosnia | 23 | 3.0907 | .50973 | | |
| | Other | 26 | 3.2103 | .58976 | | |
| | Total | 116 | 3.1753 | .51147 | | |
| average of predeployment admin - use | UNDOF | 67 | 1.8764 | .37145 | .185 | .831 |
| | Bosnia | 23 | 1.8478 | .32919 | | |
| | Other | 26 | 1.9103 | .35740 | | |
| | Total | 116 | 1.8783 | .35791 | | |
| average of predeployment admin - confidence | UNDOF | 67 | 3.2848 | .56036 | .650 | .524 |
| | Bosnia | 23 | 3.1159 | .76942 | | |
| | Other | 26 | 3.2949 | .73833 | | |
| | Total | 116 | 3.2536 | .64553 | | |

Table 8. Descriptives of Perceptions Of Use And Confidence For PSTC Predeployment Training Course Categories:

Mission Theatre - UNDOF, Bosnia, Other

| Predeployment Training Course Categories | Mission Theatre | N | Mean | S.D. | F | Sig. |
|--|------------------------|----------|-------------|-------------|----------|-------------|
| average of PSTC topic category mission specific - use | UNDOF | 67 | 1.9536 | .28479 | .639 | .530 |
| | Bosnia | 23 | 2.0390 | .38132 | | |
| | Other | 26 | 1.9793 | .31680 | | |
| | Total | 116 | 1.9763 | .31188 | | |
| average of PSTC topic category mission specific - confidence | UNDOF | 67 | 3.0528 | .57659 | 1.095 | .338 |
| | Bosnia | 23 | 3.0365 | .57884 | | |
| | Other | 26 | 3.2397 | .59744 | | |
| | Total | 116 | 3.0915 | .58219 | | |
| average of PSTC topic category personal effectiveness - use | UNDOF | 67 | 1.8315 | .32985 | 2.096 | .128 |
| | Bosnia | 23 | 1.8729 | .47097 | | |
| | Other | 26 | 1.6820 | .32597 | | |
| | Total | 116 | 1.8062 | .36431 | | |
| average of PSTC topic category personal effectiveness - confidence | UNDOF | 67 | 3.1185 | .44904 | .188 | .829 |
| | Bosnia | 23 | 3.0526 | .48191 | | |
| | Other | 26 | 3.0714 | .61895 | | |
| | Total | 116 | 3.0949 | .49421 | | |
| average of PSTC topic category administration - use | UNDOF | 67 | 1.9020 | .38389 | .702 | .498 |
| | Bosnia | 23 | 1.8609 | .38345 | | |
| | Other | 26 | 1.9872 | .41183 | | |
| | Total | 116 | 1.9129 | .38915 | | |
| average of PSTC course category administration - confidence | UNDOF | 67 | 3.3229 | .59099 | .948 | .390 |
| | Bosnia | 23 | 3.1406 | .86375 | | |
| | Other | 26 | 3.4038 | .74823 | | |
| | Total | 116 | 3.3049 | .68752 | | |

Table 9. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories:

Rank Groups - Noncommissioned Members Versus Officers

| Predeployment Training Course Categories | Rank Group | N | Mean | Std. Deviation | F | Sig. |
|---|-------------------|----------|-------------|-----------------------|----------|-------------|
| average of mission specific topics-use | NCM | 62 | 1.9251 | .30020 | .330 | .567 |
| | Officers | 33 | 1.9676 | .41298 | | |
| | Total | 95 | 1.9398 | .34199 | | |
| average of mission specific topics - confidence | NCM | 62 | 3.1184 | .54213 | 2.247 | .137 |
| | Officers | 33 | 2.9357 | .60721 | | |
| | Total | 95 | 3.0549 | .56911 | | |
| average of general PSOPs topics - use | NCM | 62 | 1.8730 | .25915 | .064 | .801 |
| | Officers | 33 | 1.8560 | .39597 | | |
| | Total | 95 | 1.8671 | .31149 | | |
| average of general PSOPs topics - confidence | NCM | 62 | 3.2019 | .47596 | .258 | .613 |
| | Officers | 33 | 3.1496 | .48007 | | |
| | Total | 95 | 3.1837 | .47549 | | |
| average of predeployment admin - use | NCM | 62 | 1.8495 | .33157 | 1.110 | .295 |
| | Officers | 33 | 1.9283 | .37538 | | |
| | Total | 95 | 1.8768 | .34747 | | |
| average of predeployment admin - confidence | NCM | 62 | 3.2903 | .60050 | .013 | .910 |
| | Officers | 33 | 3.3056 | .67045 | | |
| | Total | 95 | 3.2956 | .62216 | | |

Table 10. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding PTSC Predeployment Training Course Categories

Rank Groups - Noncommissioned Members Versus Officers

| Predeployment Training Course Categories | Rank Group | N | Mean | S. D. | F | Sig. |
|--|-------------------|----------|-------------|--------------|----------|-------------|
| average of PSTC topic category mission specific - use | NCM | 62 | 1.9719 | .27792 | .571 | .452 |
| | Officers | 33 | 2.0229 | .37175 | | |
| | Total | 95 | 1.9896 | .31268 | | |
| average of PSTC topic category mission specific - confidence | NCM | 62 | 3.1483 | .54471 | 2.086 | .152 |
| | Officers | 33 | 2.9696 | .62679 | | |
| | Total | 95 | 3.0863 | .57759 | | |
| average of PSTC topic category personal effectiveness - use | NCM | 62 | 1.8374 | .28263 | .074 | .786 |
| | Officers | 33 | 1.8170 | .44955 | | |
| | Total | 95 | 1.8303 | .34746 | | |
| average of PSTC topic category personal effectiveness - confidence | NCM | 62 | 3.1449 | .42220 | .414 | .521 |
| | Officers | 33 | 3.0821 | .50635 | | |
| | Total | 95 | 3.1231 | .45151 | | |
| average of PSTC topic category administration - use | NCM | 62 | 1.8677 | .34725 | .964 | .329 |
| | Officers | 33 | 1.9475 | .42745 | | |
| | Total | 95 | 1.8954 | .37670 | | |
| average of PSTC course category administration - confidence | NCM | 62 | 3.3129 | .65248 | .074 | .787 |
| | Officers | 33 | 3.3525 | .72289 | | |
| | Total | 95 | 3.3267 | .67419 | | |

Table 11. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories

Rank Groups - Junior Noncommissioned Members, Senior Noncommissioned Members, Junior Officers, Senior Officers

| Predeployment Training Course Categories | Rank Group | N | Mean | S. D. | F | Sig. |
|---|-------------------|----------|-------------|--------------|----------|-------------|
| average of mission specific topics-use | Jr NCMs | 49 | 1.9496 | .30193 | 1.260 | .293 |
| | Sr NCMs | 13 | 1.8327 | .28598 | | |
| | Jr Officers | 17 | 1.8816 | .36932 | | |
| | Sr Officers | 16 | 2.0589 | .44841 | | |
| | Total | 95 | 1.9398 | .34199 | | |
| average of mission specific topics - confidence | Jr NCMs | 49 | 3.1412 | .57990 | .861 | .464 |
| | Sr NCMs | 13 | 3.0323 | .37242 | | |
| | Jr Officers | 17 | 2.9357 | .70746 | | |
| | Sr Officers | 16 | 2.9358 | .50269 | | |
| | Total | 95 | 3.0549 | .56911 | | |
| average of general PSOPs topics - use | Jr NCMs | 49 | 1.8845 | .26061 | .373 | .772 |
| | Sr NCMs | 13 | 1.8297 | .25913 | | |
| | Jr Officers | 17 | 1.9019 | .38749 | | |
| | Sr Officers | 16 | 1.8072 | .41160 | | |
| | Total | 95 | 1.8671 | .31149 | | |
| average of general PSOPs topics - confidence | Jr NCMs | 49 | 3.2233 | .50593 | .391 | .759 |
| | Sr NCMs | 13 | 3.1209 | .34454 | | |
| | Jr Officers | 17 | 3.2041 | .49731 | | |
| | Sr Officers | 16 | 3.0917 | .47001 | | |
| | Total | 95 | 3.1837 | .47549 | | |
| average of predeployment admin - use | Jr NCMs | 49 | 1.8639 | .32395 | .497 | .685 |
| | Sr NCMs | 13 | 1.7949 | .36738 | | |
| | Jr Officers | 17 | 1.9294 | .42469 | | |
| | Sr Officers | 16 | 1.9271 | .32896 | | |
| | Total | 95 | 1.8768 | .34747 | | |
| average of predeployment admin - confidence | Jr NCMs | 49 | 3.2721 | .59676 | .100 | .960 |
| | Sr NCMs | 13 | 3.3590 | .63409 | | |
| | Jr Officers | 17 | 3.3382 | .59327 | | |
| | Sr Officers | 16 | 3.2708 | .76225 | | |
| | Total | 95 | 3.2956 | .62216 | | |

Table 12. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories

Rank Groups - Junior Noncommissioned Members, Senior Noncommissioned Members, Junior Officers, Senior Officers

| Predeployment Training Course Categories | Rank Group | N | Mean | S. D. | F | Sig. |
|--|-------------|----|--------|--------|-------|------|
| average of PSTC topic category mission specific - use | Jr NCMs | 49 | 1.9916 | .28616 | 1.121 | .345 |
| | Sr NCMs | 13 | 1.8974 | .23978 | | |
| | Jr Officers | 17 | 1.9512 | .33385 | | |
| | Sr Officers | 16 | 2.0991 | .40485 | | |
| | Total | 95 | 1.9896 | .31268 | | |
| average of PSTC topic category mission specific - confidence | Jr NCMs | 49 | 3.1662 | .56971 | .756 | .522 |
| | Sr NCMs | 13 | 3.0810 | .45140 | | |
| | Jr Officers | 17 | 2.9685 | .69114 | | |
| | Sr Officers | 16 | 2.9707 | .57322 | | |
| | Total | 95 | 3.0863 | .57759 | | |
| average of PSTC topic category personal effectiveness - use | Jr NCMs | 49 | 1.8495 | .27335 | .530 | .663 |
| | Sr NCMs | 13 | 1.7918 | .32301 | | |
| | Jr Officers | 17 | 1.8828 | .43167 | | |
| | Sr Officers | 16 | 1.7471 | .47144 | | |
| | Total | 95 | 1.8303 | .34746 | | |
| average of PSTC topic category personal effectiveness - confidence | Jr NCMs | 49 | 3.1512 | .45370 | .302 | .824 |
| | Sr NCMs | 13 | 3.1210 | .28631 | | |
| | Jr Officers | 17 | 3.1340 | .52360 | | |
| | Sr Officers | 16 | 3.0269 | .49822 | | |
| | Total | 95 | 3.1231 | .45151 | | |
| average of PSTC topic category administration - use | Jr NCMs | 49 | 1.8816 | .34137 | .536 | .659 |
| | Sr NCMs | 13 | 1.8154 | .37826 | | |
| | Jr Officers | 17 | 1.9098 | .47019 | | |
| | Sr Officers | 16 | 1.9875 | .38813 | | |
| | Total | 95 | 1.8954 | .37670 | | |
| average of PSTC course category administration - confidence | Jr NCMs | 49 | 3.2939 | .64949 | .108 | .955 |
| | Sr NCMs | 13 | 3.3846 | .68538 | | |
| | Jr Officers | 17 | 3.3216 | .62549 | | |
| | Sr Officers | 16 | 3.3854 | .83382 | | |
| | Total | 95 | 3.3267 | .67419 | | |

Table 13. Descriptives and ANOVA Results for Perceptions of Use and Confidence by Thompson Predeployment Training Course Category

**Rank Groups - Junior Noncommissioned Members /Junior Officers
Versus Senior Noncommissioned Members / Senior Officers**

| Predeployment Training Course Category | Rank Group | N | Mean | S. D. | F | Sig. |
|--|--------------------------|----------|-------------|--------------|----------|-------------|
| average of mission specific topics- use | Junior NCMs and Officers | 66 | 1.9321 | .31905 | .111 | .740 |
| | Senior NCMs and Officers | 29 | 1.9575 | .39482 | | |
| | Total | 95 | 1.9398 | .34199 | | |
| average of mission specific topics - confidence | Junior NCMs and Officers | 66 | 3.0883 | .61623 | .740 | .392 |
| | Senior NCMs and Officers | 29 | 2.9790 | .44407 | | |
| | Total | 95 | 3.0549 | .56911 | | |
| average of general PSOPs topics - use | Junior NCMs and Officers | 66 | 1.8890 | .29525 | 1.067 | .304 |
| | Senior NCMs and Officers | 29 | 1.8173 | .34592 | | |
| | Total | 95 | 1.8671 | .31149 | | |
| average of general PSOPs topics - confidence | Junior NCMs and Officers | 66 | 3.2184 | .49997 | 1.152 | .286 |
| | Senior NCMs and Officers | 29 | 3.1048 | .41163 | | |
| | Total | 95 | 3.1837 | .47549 | | |
| average of predeployment admin - use | Junior NCMs and Officers | 66 | 1.8808 | .35033 | .028 | .868 |
| | Senior NCMs and Officers | 29 | 1.8678 | .34684 | | |
| | Total | 95 | 1.8768 | .34747 | | |
| average of predeployment admin - confidence | Junior NCMs and Officers | 66 | 3.2891 | .59201 | .023 | .879 |
| | Senior NCMs and Officers | 29 | 3.3103 | .69682 | | |
| | Total | 95 | 3.2956 | .62216 | | |

Table 14. Descriptives and ANOVA Results for Perceptions of Use and Confidence by PSTC
Predeployment Training Course Category

**Rank Groups - Junior Noncommissioned Members / Junior Officers Versus Senior
Noncommissioned Members / Senior Officers**

| Predeployment Training Course Category | Rank Group | N | Mean | S. D. | F | Sig. |
|---|-----------------------------|----------|-------------|--------------|----------|-------------|
| average of PSTC topic category | Junior NCMs and Officers | 66 | 1.9812 | .29703 | .155 | .695 |
| mission specific - use | Senior NCMs and Officers | 29 | 2.0087 | .35052 | | |
| | Total | 95 | 1.9896 | .31268 | | |
| average of PSTC topic category | Junior NCMs and Officers | 66 | 3.1153 | .60403 | .544 | .463 |
| mission specific - confidence | Senior NCMs and Officers | 29 | 3.0201 | .51620 | | |
| | Total | 95 | 3.0863 | .57759 | | |
| average of PSTC topic category | Junior NCMs and Officers | 66 | 1.8581 | .31821 | 1.386 | .242 |
| personal effectiveness - use | Senior NCMs and Officers | 29 | 1.7672 | .40533 | | |
| | Total | 95 | 1.8303 | .34746 | | |
| average of PSTC topic category | Junior NCMs and Officers | 66 | 3.1468 | .46856 | .594 | .443 |
| personal effectiveness - confidence | Senior NCMs and Officers | 29 | 3.0691 | .41277 | | |
| | Total | 95 | 3.1231 | .45151 | | |
| average of PSTC topic category | Junior NCMs and Officers | 66 | 1.8889 | .37500 | .065 | .800 |
| administration - use | Senior NCMs and Officers | 29 | 1.9103 | .38680 | | |
| | Total | 95 | 1.8954 | .37670 | | |
| average of PSTC course category | Junior NCMs and Officers | 66 | 3.3010 | .63872 | .311 | .579 |
| administration - confidence | Senior NCMs and Officers | 29 | 3.3851 | .75748 | | |
| | Total | 95 | 3.3267 | .67419 | | |

Table 15. Descriptives and ANOVA Results for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories

Contact with Local Population

| Predeployment Training Course Categories | Contact with Local Population | N | Mean | S. D. | F | Sig. |
|---|--------------------------------------|----------|-------------|--------------|----------|-------------|
| average of mission specific topics-use | yes | 57 | 1.9580 | .34029 | 1.458 | .230 |
| | no | 58 | 1.8813 | .34051 | | |
| | Total | 115 | 1.9193 | .34109 | | |
| average of mission specific topics - confidence | yes | 57 | 3.0857 | .53289 | .484 | .488 |
| | no | 58 | 3.0132 | .58345 | | |
| | Total | 115 | 3.0491 | .55770 | | |
| average of general PSOPs topics - use | yes | 57 | 1.8820 | .32780 | 1.248 | .266 |
| | no | 58 | 1.8139 | .32519 | | |
| | Total | 115 | 1.8477 | .32684 | | |
| average of general PSOPs topics - confidence | yes | 57 | 3.1627 | .45406 | .157 | .692 |
| | no | 58 | 3.2005 | .56093 | | |
| | Total | 115 | 3.1818 | .50888 | | |
| average of predeployment admin - use | yes | 57 | 1.8795 | .34622 | .011 | .917 |
| | no | 58 | 1.8865 | .36797 | | |
| | Total | 115 | 1.8830 | .35581 | | |
| average of predeployment admin - confidence | yes | 57 | 3.2924 | .60854 | .236 | .628 |
| | no | 58 | 3.2342 | .67402 | | |
| | Total | 115 | 3.2630 | .64025 | | |

Table 16. Descriptives for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories

Contact with Local Population

| Predeployment Training Course Categories | Contact with Local Population | N | Mean | S. D. | F | Sig. |
|--|--------------------------------------|----------|-------------|--------------|----------|-------------|
| average of PSTC topic category mission specific - use | yes | 57 | 2.0081 | .31661 | .920 | .339 |
| | no | 58 | 1.9525 | .30483 | | |
| | Total | 115 | 1.9801 | .31061 | | |
| average of PSTC topic category mission specific - confidence | yes | 57 | 3.1048 | .52527 | .014 | .906 |
| | no | 58 | 3.0919 | .63388 | | |
| | Total | 115 | 3.0983 | .58007 | | |
| average of PSTC topic category personal effectiveness - use | yes | 57 | 1.8411 | .36212 | 1.078 | .301 |
| | no | 58 | 1.7703 | .36913 | | |
| | Total | 115 | 1.8054 | .36580 | | |
| average of PSTC topic category personal effectiveness - confidence | yes | 57 | 3.1196 | .42701 | .208 | .650 |
| | no | 58 | 3.0774 | .55675 | | |
| | Total | 115 | 3.0983 | .49498 | | |
| average of PSTC topic category administration - use | yes | 57 | 1.9053 | .37053 | .145 | .704 |
| | no | 58 | 1.9328 | .40158 | | |
| | Total | 115 | 1.9191 | .38505 | | |
| average of PSTC course category administration - confidence | yes | 57 | 3.3269 | .65923 | .028 | .868 |
| | no | 58 | 3.3057 | .70451 | | |
| | Total | 115 | 3.3162 | .67953 | | |

Table 17. Descriptives for Perceptions of Use and Confidence Regarding Thompson Predeployment Training Course Categories

Contact with Other Contingents

| Predeployment Training Course Categories | Contact with Other Contingents | N | Mean | s.d. | F | Sig. |
|---|---------------------------------------|----------|-------------|-------------|----------|-------------|
| average of mission specific topics-use | yes | 60 | 1.9582 | .32614 | 1.646 | .202 |
| | no | 55 | 1.8768 | .35477 | | |
| | Total | 115 | 1.9193 | .34109 | | |
| average of mission specific topics - confidence | yes | 60 | 3.0941 | .52870 | .814 | .369 |
| | no | 55 | 3.0001 | .58866 | | |
| | Total | 115 | 3.0491 | .55770 | | |
| average of general PSOPs topics - use | yes | 60 | 1.8892 | .32262 | 2.044 | .156 |
| | no | 55 | 1.8024 | .32831 | | |
| | Total | 115 | 1.8477 | .32684 | | |
| average of general PSOPs topics - confidence | yes | 60 | 3.1852 | .45373 | .006 | .940 |
| | no | 55 | 3.1780 | .56721 | | |
| | Total | 115 | 3.1818 | .50888 | | |
| average of predeployment admin - use | yes | 60 | 1.8717 | .34640 | .127 | .722 |
| | no | 55 | 1.8955 | .36859 | | |
| | Total | 115 | 1.8830 | .35581 | | |
| average of predeployment admin - confidence | yes | 60 | 3.2958 | .63454 | .327 | .568 |
| | no | 55 | 3.2273 | .65035 | | |
| | Total | 115 | 3.2630 | .64025 | | |

Table 18. Descriptives for Perceptions of Use and Confidence Regarding PSTC Predeployment Training Course Categories

Contact with Other Contingents

| Predeployment Training Course Categories | Contact with Other Contingents | N | Mean | s.d. | F | Sig. |
|--|--------------------------------|-----|--------|--------|-------|------|
| average of PSTC topic category mission specific - use | yes | 60 | 2.0074 | .29870 | .973 | .326 |
| | no | 55 | 1.9502 | .32320 | | |
| | Total | 115 | 1.9801 | .31061 | | |
| average of PSTC topic category mission specific - confidence | yes | 60 | 3.1192 | .53548 | .163 | .688 |
| | no | 55 | 3.0754 | .62931 | | |
| | Total | 115 | 3.0983 | .58007 | | |
| average of PSTC topic category personal effectiveness - use | yes | 60 | 1.8430 | .35854 | 1.330 | .251 |
| | no | 55 | 1.7644 | .37250 | | |
| | Total | 115 | 1.8054 | .36580 | | |
| average of PSTC topic category personal effectiveness - confidence | yes | 60 | 3.1391 | .42678 | .848 | .359 |
| | no | 55 | 3.0539 | .56069 | | |
| | Total | 115 | 3.0983 | .49498 | | |
| average of PSTC topic category administration - use | yes | 60 | 1.8956 | .37978 | .468 | .495 |
| | no | 55 | 1.9448 | .39259 | | |
| | Total | 115 | 1.9191 | .38505 | | |
| average of PSTC course category administration - confidence | yes | 60 | 3.3306 | .69169 | .055 | .815 |
| | no | 55 | 3.3006 | .67203 | | |
| | Total | 115 | 3.3162 | .67953 | | |

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14. ABSTRACT

(U) Despite the military personnel and resources devoted to peace support operations, little information exists concerning aspects of predeployment training. This research explores the extent to which 119 deployed CF peacekeepers report using each aspect of their predeployment training during their current deployment, and their confidence in applying predeployment training to situations arising during their current deployment. Overall, these peacekeepers report that they were currently using the majority of their predeployment training lessons, and over 50% of the sample stated that they currently use the information presented in each predeployment course topic either to some extent or a great deal. Moreover, approximately 50% of the sample indicated that they were fairly confident that they could handle issues related to each predeployment training module. Mine awareness training yielded the highest frequencies in terms of both current usage and confidence levels. ANOVA analyses indicated that use and confidence levels were not affected by mission theatre, soldier rank, or the level of contact soldiers reported with the local population or with other members of the multinational contingent.

(U) Malgré les ressources humaines et matérielles militaires consacrées aux opérations de paix, on dispose de peu de renseignements concernant la formation préalable au déploiement. Cette étude explore la mesure dans laquelle 119 gardiens de la paix des FC indiquent avoir utilisé chaque aspect de leur formation pré-déploiement au cours de leur affectation, et à quel point ils sont assurés de pouvoir mettre en application dans leur déploiement actuel les techniques apprises dans le cadre de cette formation. Dans l'ensemble, ces gardiens de la paix signalent qu'ils mettent actuellement en pratique la majorité des enseignements reçus pendant la formation pré-déploiement et plus de 50 % de l'échantillon ont répondu qu'ils se servent actuellement des enseignements qu'ils ont reçus dans chaque matière enseignée pendant la formation pré-déploiement soit dans une certaine mesure, soit dans une large mesure. De plus, environ 50 % de l'échantillon ont indiqué qu'ils étaient assez confiants de pouvoir composer avec les problèmes énoncés dans chaque module d'entraînement pré-déploiement. Le cours de sensibilisation aux mines est celui que les répondants disaient trouver le plus utile et démontrer la plus grande confiance dans les techniques enseignées. Les analyses de la variance ont démontré que le théâtre de la mission, le grade ou le degré de contact signalé par les soldats avec la population locale ou avec d'autres membres du contingent multinational n'avaient aucune influence sur les degrés d'usage et de confiance indiqués par les répondants.

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(U) peace support operations; predeployment training

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